DOCUMENT RESUME

ED 352 506 CE 062 661

TITLE Health Occupations Education Program Management Guide.
INSTITUTION Iowa Univ., Iowa City. Coll. of Education.
SPONS AGENCY Iowa State Dept. of Education, Des Moines. Bureau of Career and Vocational Education.
PUB DATE 91
NOTE 214p.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS *Allied Health Occupations Education; Health Occupations; Health Personnel; Health Promotion; Job Training; Models; *Nurses Aides; Postsecondary Education; *Practical Nursing; State Curriculum Guides; Vocational Education
IDENTIFIERS Iowa

ABSTRACT

This final report describes a project to develop a secondary education program management guide for health occupations education in Iowa. Introductory material includes the following: a summary sheet on project objectives, a description of how the objectives were met, the audience served, an educational equity statement, a statement that the materials are ready for pilot and field testing, and a list of perceived benefits of the guide. A mission statement for secondary health occupations education and information on clinical instruction follow. The rest of the document is the guide itself, which contains the following: (1) overall health occupations minimum competencies, including both occupational and leadership competencies; (2) general health occupations education competencies for three models; (3) suggested units of instruction on health careers, health care delivery system, health promotion and wellness, and ethical and legal aspects of health care; (4) nurse aide program competencies for two models; (5) emergency care program competencies for two models; (6) practical nursing program competencies; and (7) sample student profiles. (CML)

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PROGRAM MANAGEMENT GUIDE

HEALTH OCCUPATIONS EDUCATION

1991

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Activity Number: FCS-91-03-05

Activity Title: Development of Program Management Guide [illegible] Health Occupations Education

B. Final Report

1. Objectives

Develop and provide written materials for the Program Management Guide

1) Written materials will be provided for the following sections
    a. articulation
    b. clinical instruction
    c. competency assessment
2) Listing of minimum competencies for health occupations education
    a. introduction
    b. definition of process
    c. use of minimum competencies
3) Model Programs
    a. scope and sequence
    b. competencies of program
    c. articulation
    d. student organizations
    e. quality standards
    f. assessment

2. Procedures used to achieve objectives

The program management committee, appointed by Dr. Lepley. (membership list attached) met on the following dates: (Minutes of the meetings attached)

November 13, 1990
January 29, 1991
April 16, 1991
May 21, 1991

The purpose of the program management committee was to assist in the development of the Program Management Guide. The purpose of the Guide is to explain the process of program development as it fits into the mandates of S.F. 449 and the school standards for curriculum development outlined in 256.11. The committee addressed this defined purpose in the following activities:

1) to provide guidance regarding the entire health occupations program;
2) utilize input regarding the health occupations proposed competencies as developed by the Technical Advisory Committees and reviewed by health occupations educators, advisory committee members and secondary and postsecondary programs;
3) make recommendations regarding suggested structuring of the units of instruction for secondary health occupations programs and articulation possibilities into postsecondary programs;

4) develop the mission statement for health occupations;
5) make recommendations regarding use of vocational student organizations (HOSA) in the curriculum;
6) identify articulation potential from secondary to postsecondary programs.
7) review the infusion of academic areas with the competencies as developed by a special committee of health occupations personnel and representatives from the academic disciplines.

3. The audience served

Membership of the Program Management Committee (5 males and 8 females) includes representatives from business and industry, local directors of vocational education, guidance/career counselors, vocational instructors, community college representatives and former students (Membership list enclosed)

4. Special Activities conducted

The committee met four times, as described above, to provide input to the writers of the curriculum. The writers also attended Core Committee meetings at the Department of Education to secure direction for the Program Management Committee.

In addition, direct input was compiled through participation in presenting the Health Occupations Proposed Competencies in formal workshops held for personnel (AEA, LEA, CC) in:

Area IV and XII (combined)
Area V
Area VI
Area XV

Participation in a conference call for all vocational consultants employed at the AEA's also provided an opportunity to gather and disseminate information regarding the health occupations program.

5. Educational Equity

All materials developed use nonsexist, multicultural language. Competencies in the curricula address cultural diversity in the application of the knowledge, skills and attitudes. Management committee looked at methods for health programs to be more attractive to males and minorities.

6. Evaluating the Project

The curricular materials are ready for piloting and field review in this next school year. Following this input, the program management guide is to be finalized by the Program Management Committee.

Activity Number: FCS-91-03-05

7. Evaluation Findings

Not applicable to this project at this time . Evaluation to occur in next fiscal year, and not identified as part of this project for this year. However, ongoing evaluations (formal and informal) will be used to judge effectiveness and need for revision of Program Management Guide.

8. Benefits or Impact of the Project

Benefits of this project are many:

1) Health Occupations secondary programs now have a model for the delivery of relevant health occupations curricula which are designed to prepare individuals for immediate employment in the dynamic health care industry or to provide a foundation for articulating into a diverse arena of postsecondary health occupations programs in Iowa's Community Colleges.
2) The curricular materials should assist in strengthening local school districts commitment to providing secondary students with more opportunities in health occupations.
3) Articulation between secondary and postsecondary programs will be facilitated.
4) Finally, more secondary students will become interested in pursing a health occupations career and this will assist in meeting health personnel shortage needs.

9. Recommendations for additional action

This project represents one of the major chapters in the overall Program Management Guide. Completion of all chapters will be important for the implementation of S.F. 449 in 1992.

Enclosures to this report:

Program Management Guide - Chapter on Model Programs

Membership List - Program Management Committee

Minutes - Program Management Committee Meetings

Mission Statement
for Secondary

HEALTH OCCUPATIONS EDUCATION

Health Occupations Education programs are designed to respond to a dynamic health care delivery system, inclusive of a wide range of current and evolving careers. The competency based programs are learner centered - designed and managed to provide opportunities for all students who many benefit from a career in the health field. The programs require cooperation and communication between the partners of the health care industry, and the educational system, such as the local education agencies, community college system, the area education associations, or other postsecondary institutions, to provide the opportunity for gaining entry-level skills as well as preparation for securing advanced skills. Professionalism of health care providers is an integral part of each program with credentialling required in many positions in the health care field.

Adopted by Committee 4/16/91

CLINICAL INSTRUCTION

"Clinical experience" involves direct instructor supervision in the actual workplace, so that the learner has the opportunity to apply theory and to perfect skills taught in the classroom and laboratory.

Clinical experience is a REQUIRED component for the Health Occupations Program options of Nurse Aide and Practical Nursing. The instructor student ratio for both of these areas, is NO MORE than 10 students to one instructor, who must be supervising the students in the same clinical facility. Clinical and laboratory experiences are also required for the Emergency Care options. Specific requirements are dependent on the program option(s) selected. Clinical experiences may be included in the General Health Occupations option. The type of clinical facilities or experiences required are dependent on the program option selected.

Contractual agreements

Written contractual agreements shall exist between the school and the clinical facilities if the clinical facilities are located outside the authorization of the school. The agreement shall include:

1) Identification of responsibilities of both the school and clinical facility related to patient or client services.
2) Faculty control, selection, and guidance of student learning experiences.
3) Provision for termination of agreement.
4) Provision for annual review.

This contract should be signed by representatives of both parties and one copy must be on file in the school.

Program Management Guide
Health Occupations Education

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Program Management Guide
Health Occupations

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MISSION

Health Occupations Education programs are designed to respond to a dynamic health care delivery system, inclusive of a wide range of current and evolving careers. The competency based programs are learner centered - designed and managed to provide opportunities for all students who may benefit from a career in the health field. The programs require cooperation and communication between the partners of the health care industry, and the educational system, such as the local education agencies, community college system, the area education associations, or other postsecondary institutions, to provide the opportunity for gaining entry-level skills as well as preparation for securing advanced skills. Professionalism of health care providers is an integral part of each program with credentialling required in many positions in the health care field.

THE HEALTH OCCUPATIONS EDUCATION CURRICULUM

Health Occupations classes provide students with knowledge and skills needed for entry into the workforce either immediately upon graduation, or after attaining further education.

The Health Occupations curriculum provides a strong general foundation in the basics of health care, including the health care delivery system, wellness, ethical and legal parameters, and care of self. These areas may serve as the springboard for developing short term courses needed in a particular agency or community, and/or are expanded in the curriculums for the Nurse Aide, Emergency Services and Practical Nurse, which must also meet the requirements of other agencies, and include clinical experiences.

Because of the need for a wide variety of health personnel, the health occupations curriculum must provide opportunities to develop the knowledge and skills needed to provide health care to a diverse and growing health care industry.

THE DESIGN OF THIS GUIDE

This guide is designed to provide a health occupations curriculum with options to meet Senate File 449. The Model Programs provided illustrate possible sequencing of course offerings. However, each school will need to select the program and sequencing which best meets its needs.

There are four possible Health Occupations programs:

General Health Occupations

Nurse Aide

Emergency Services

Practical Nursing

General Health Occupations is a program of study in the fundamentals of the health occupations. It provides opportunities to discover the complex arena of the health care delivery system, identify personnel employed in health care, and develop basic skills for employment which does not require a health occupations credential.

Nurse Aide is a program of study leading to a credential as a nurse aide for employment in long term care facilities or acute care facilities. Upon completion of the course requirements which meet both state and federal requirements, a state approved competency examination is available. Upon successful completion of this examination, the student is registered with the Department of Inspections and Appeals as a Nurse Aide, qualified for employment in any of Iowa's long term care facilities and in skilled nursing units in Iowa's hospitals. Clinical experiences in long term and acute care facilities are a required component of this program.

Emergency Services is a program which provides the opportunity for credentialling in basic CPR, first responder or EMT-A (Emergency Medical Technician - Ambulance). Upon successful completion of the course requirements which are based on the Department of Transportation curricula, completers are eligible for Department of Health credentialling after successful completion of written and/or practical examinations. Clinical experiences are a required component of some aspects of this program.

Practical Nursing is a program of study which provides the opportunity to work in a variety of health care settings in providing patient care under the direction of a registered nurse or physician. Upon successful completion, graduates are eligible to take the N-CLEX exam for licensure as a practical nurse. This curriculum must also meet the requirements of the Iowa Board of Nursing. Clinical experiences are required components of this program.

Once you have selected a Health Occupations program, you **must** include **all** of the competencies identified by the Technical Advisory Committee for that program. The way that you arrange those competencies into a minimum of three units is at your discretion, and are considered minimum competencies only. You are encouraged to add additional competencies to meet the needs of your students and program. Several Model Curricula have been suggested by the Program Management Committee for Health Occupations. These Model Curricula, for each of the four programs follow:

PROGRAM OPTIONS:

- General Health Occupations
  - Model One
  - Model Two
  - Model Three
- Nurse Aide
  - Model One
  - Model Two
- Emergency Services
  - Model One
  - Model Two
- Practical Nursing
  - Model One

All of the competencies identified are minimum requirements for each of the program areas. In some instances additional competencies, not identified by the Technical Advisory Committee are identified to meet the regulations of other governing bodies, such as the Department of Inspections and Appeals and the Department of Health.

Academic areas have been provided for the required minimum competencies. The abbreviations for the academic areas include:

LA - Language Arts
SCI - Science
SS - Social Studies
M - Math
FE - Free Enterprise

Suggested units of instruction have been developed for the General Health Occupations Program of study and are included following the program models for the General Health Occupations Education.

Established State Approved Curricula have been developed for the Nurse Aide and Emergency Care Programs. Information regarding securing these curricula is available by calling the Health Occupations Office at (319) 335-5316 or writing Program in Health Occupations Education, The University of Iowa, N487 Lindquist Center, Iowa City, IA 52242.

Overall
HEALTH OCCUPATIONS
MINIMUM COMPETENCIES

As Validated by
The Teaching Advisory
Committees for
Health Occupations
Education

1991

HEALTH OCCUPATIONS COMPETENCIES

Occupational Competencies Health Care Delivery System	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
1. Identify the basic components of the health care delivery system.	X				LA
2. Explain the types of health care and identify the major types of health care facilities.	X				LA
3. Explain the major advances that transformed health care in the 19th and 20th centuries.	X				LA
4. Identify new developments which affect future health care.	X				SCI
5. Define health and wellness.	X				SCI
6. Define illness and its impact on the whole person/family.	X				SCI LA
7. Explain the organizational structure of typical community health care delivery systems.	X				LA
8. Identify criteria useful in choosing health care products or services.	X				LA SCI
9. Define the concept of hospice treatment.	X				LA
10. Describes various types of care facilites.		X*			
11. Differentiates between various types of health care facilities and their administrative structure.		X*			

HEALTH OCCUPATIONS COMPETENCIES

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academ Area
12. Identifies the relationship between various governmental and private agencies that provide guidelines for resident/patient care.		X*			
13. Identifies roles of various health care personnel within facilities especially the role of the nurse aide.		X*			
14. Assist in referral of patients/residents/clients to other health care staff or related agencies.				X	LA

HEALTH OCCUPATIONS COMPETENCIES

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Health Careers					
1. Define the major characteristics of each of the following career opportunities (and associated laws) that monitor the quality and effectiveness of the health care delivery system: dental services; diagnostic services; mental health services; nursing and nursing related services; ophthalmic services; rehabilitation services; therapeutic services; emergency medical services; health information and communication; physicians and medically related services; medical instrumentation; environmental services; animal health services; and mortuary services.	X				LA FE
2. Identify the various opportunities/ processes for career advancement that exist within a health occupations career cluster (i.e. education, salary, duties, work, credentialling, environment).	X				LA FE
3. Identify health care providers and their roles.	X				LA
4. Choose a health care provider according to individual needs one may have.	X				LA
5. Define the role and responsibility of the EMT-A.			X		LA

HEALTH OCCUPATIONS COMPETENCIES

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academ Area
Health Promotion and Wellness					
1. Describe practices to promote good health (i.e., nutrition, exercise, rest, weight control and stress management).	X				LA SCI
2. Identify required immunizations for children, senior citizens, pets.	X				SCI LA
3. Recognize the direct relationship between environmental problems and community health.	X				SCI
4. Describe the hazards of smoking, drug abuse and alcohol.	X				SCI
5. Define the concepts of good mental health (i.e., self-image, self-esteem).	X				LA
6. Define Gerontology and its potential impact on society.	X				SCI LA
7. Identify various treatment options for mental illness.	X				LA
8. Discuss death and dying.	X				SCI LA
9. Demonstrate awareness of wellness and promote these concepts in providing input into the nursing care plan.				X	
10. Identify basic human emotional needs.		X			SCI
11. Encourage resident/patients to be as independent as possible		X			

HEALTH OCCUPATIONS COMPETENCIES

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Health Promotion and Wellness					
12. Identify basic changes in normal growth and development and apply in care situations.		X			SCI
13. Identify ways of meeting emotional needs of the resident.		X			LA
14. Explain losses with may accompany aging.		X			SCI
15. Identify spiritual needs of resident/ patient.		X			LA

HEALTH OCCUPATIONS COMPETENCIES

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academ[illegible] Area
Ethical/Legal					
1. Identify patients' rights and responsibilities.	X				LA
2. Describe medical, legal and moral issues that exist in health care (i.e. patient confidentiality, patient informed/implied consent and practitioner responsibility for patient welfare.	X				LA SCI
3. Demonstrate responsibility concerning resident/patient's rights.		X			LA
4. Practice confidentiality.		X			LA
5. Apply ethical practices.		X			LA SCI
6. Follow institutional policies.		X			LA
7. Demonstrate ethical and legal practices when performing all aspects of nursing care.				X	LA SCI
8. Respects the resident/patient rights and does procedures/interactions in compliance with these rights.				X	LA
9. Identifies own potential and limitations and accepts responsibility for own actions.				X	
10. Follow policies of the employing institution.				X	LA

HEALTH OCCUPATIONS COMPETENCIES

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Body Structure and Function (Anatomy and Physiology)					
1. List the body systems and the major functions of each.	X				SCI
2. Differentiate between cell, tissue, organ and systems and the common diseases that affect each.	X				SCI
3. Describe the body's line of defense against disease.	X				SCI
4. Define, pronounce and spell common medical abbreviations.	X				LA
5. Identify and define basic body structure, function and related medical terminology.			X		SCI LA

HEALTH OCCUPATIONS COMPETENCIES

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academ Area
Safety					
1. Demonstrate the universal precautions/ procedures (CDC) for infection control.	X				SCI LA
2. Perform patient identification procedures.	X				LA SCI
3. Demonstrate the use of good body mechanics.	X				SCI
4. Explain the varied aspects of safety, related to the patient, client and worker in health occupations.	X				LA SCI
5. Explain medical asepsis.	X				LA
6. Demonstrate basic transport and transfer techniques.	X				SCI
7. Use correct hand-washing techniques.		X			SCI
8. Follow proper infection control techniques.		X			SCI
9. Position resident/patient's call signal within reach.		X			
10. Use correct body mechanics.		X			SCI
11. Maintain a clean, safe environment.		X			SCI
12. Restrain effectively or safely a resident/ patient.		X			SCI

HEALTH OCCUPATIONS COMPETENCIES

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Safety					
13. Follow emergency procedures for fire and other disasters.		X			LA
14. Uses CDC guidelines (universal precautions) in providing care.		X*			
15. Perform treatments per physician/nursing orders, CDC precautions.				X	LA SCI
16. Provide and maintain a safe environment for patient/resident.				X	SCI
17. Perform hand washing and gloving as prescribed in CDC guidelines.				X	SCI
18. Use resident/patient siderails/restraints to protect the resident/patient as ordered.				X	
19. Protect self and patient/resident/client by using proper body mechanics during delivery of nursing care.				X	SCI

HEALTH OCCUPATIONS COMPETENCIES

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Acade[illegible] Area
Communication					
1. Communicate effectively with resident, health facility staff and resident/patient's family/visitors.		X			LA
2. Use effectively the intercom and telephone.		X			LA
3. Record procedures accurately.		X			LA
4. Follow directions.		X			LA
5. Participate in a discussion.		X			LA
6. Listen effectively.		X			LA
7. Use correct medical terminology and abbreviations.		X			LA SCI
8. Record and report pertinent observations related to patient treatment, procedures and conditions.		X			LA
9. Record procedure accurately.		X			LA
10. Greet residents by name or by title.		X			LA
11. Utilize effective verbal communication skills.				X	LA
12. Demonstrates the ability to report and record accurately, concisely and within legal guidelines the observations made and the actions taken.				X	LA

HEALTH OCCUPATIONS COMPETENCIES

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Communication					
13. Transcribe physician orders.				X	LA
14. Using basic nursing concepts and communications with the health care team to update patient/resident's current care plan.				X	LA
15. Record and report patient information systematically.			X		LA
16. Report suspected dependent adult and child abuse.			X		LA SCI
17. Record personal property inventory.		X			LA
18. Report/record intake/output.		X			MATH LA
19. Provide patient/resident nursing care by utilizing the formulated care plan.				X	

HEALTH OCCUPATIONS COMPETENCIES

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academ Area
Interactions					
1. Use nursing procedures/skills as an opportunity to interact with patients/residents/clients and health care team.				X	LA
2. Values cultural identity of self and others.				X	LA
3. Assist in assessing the patients/clients/resident's physical mental/emotional/psychological condition.				X	SCI
4. Use observational skills to assist in identifying changes in patients/residents/physical/mental health status.				X	SCI
5. Assist in planning for nursing care.				X	LA
6. Utilize information from the interdisciplinary team in providing input into the health care plan.				X	LA
7. Support and reinforce the established education plan for the patient/resident/family.				X	LA
8. Collaborate with the health care team or other agencies in modifying care plans recognizing client/patient/resident responses to treatment.				X	LA
9. Uses the philosophy of restorative/rehabilitation when providing care.		X*			

HEALTH OCCUPATIONS COMPETENCIES

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Interactions					
10. Identifies the physical/social/emotional changes that occur in elderly and chronically ill.		X*			
11. Identifies the special needs of residents/patients with disabilities, including physical problems, mental illness, mental retardation, and dementias.		X*			
12. Differentiates between the care needs of acutely and chronically ill.		X*			
13. Provide for resident/patient's privacy.		X			
14. Identify ways to ease the impact of losses.		X			LA
15. Practice reality orientation/validation therapy with confused and/or forgetful residents/patients.		X			SCI

HEALTH OCCUPATIONS COMPETENCIES

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academ Area
Special Procedures Related to Diagnostic Testing					
1. Take and record temperature, pulse, respiration and blood pressure.	X				SCI LA
2. Take and record height and weight.	X				SCI LA
3. Convert common weights, measures and volumes to metric.	X				SCI M

HEALTH OCCUPATIONS COMPETENCIES

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Emergency Services					
1. Obtains CPR certification in Module C.	X				LA SCI
2. Performs first aid skills and identifies treatment to include: wounds, shock, poisoning, burns, physical efforts of heat and cold, infection, bites, suspected fractures and spinal cord injuries, heart attack, apoplexy, fainting, epilepsy, diabetic reactions and lodged foreign objects (i.e., eye, air and food passages).	X				SCI LA
3. Perform rescue and transfer of victim.	X				SCI LA
4. Provides emergency care for choking resident/patient.		X*			
5. Complete certification in Basic Cardiac Life Support - Module C		X			LA SCI
6. Perform CPR				X	SCI
7. Identify and treat obstructed airway.				X	SCI
8. Use seizure precautions when caring for potential seizure patients/residents.				X	LA
9. Assess and administer first aid in an emergency.				X	SCI
10. Perform basic life support according to America Heart Standards/Red Cross (Module C).			X		SCI LA

HEALTH OCCUPATIONS COMPETENCIES

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academ Area
Emergency Services					
11. Assess bleeding (external and/or internal) and provide pressure, pressure points, tourniquet, splints and ice, elevation and PASG).			X		SCI LA
12. Assess, prevent and provide basic emergency care to the shock patient.			X		SCI
13. Assess and provide basic emergency care to patient with open and closed soft tissue injuries (i.e., application of sterile dressings, stabilization of impaled objects).			X		SCI
14. Assess and provide basic emergency care to a person suspected of having open and closed fractures (i.e., application of immobilization devices).			X		SCI
15. Assess and provide basic emergency care to the patient with head, neck and/or spine injuries (i.e., immobilization devices).			X		SCI
16. Assess and provide basic emergency care to the patient with injuries of the chest, abdomen and/or genitalia.			X		SCI
17. Assess and provide basic emergency care to the patient with medical emergencies (i.e., heart, abdominal, neurological, respiratory, diabetes, communicable diseases, poisoning, stings and bites, substance abuse, and emotional problems).			X		SCI
18. Evaluate the pregnant women and provide assistance for emergency birth.			X		SCI

HEALTH OCCUPATIONS COMPETENCIES

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Emergency Services					
19. Adapt assessment and provide basic emergency care to infants and children.			X		LA SCI
20. Assess and provide basic emergency care to patients with an environmental emergency (e.g., heat, cold and water).			X		SCI
21. Assess and provide basic emergency care to patients involved in farm accidents.			X		SCI
22. Provide triage in emergency situations/ disasters and prioritize for transport.			X		SCI
23. Position, lift and move emergency patient efficiently and safely.			X		SCI
24. Identify the psychological aspects of emergency care (e.g., communication skills, stress, crisis intervention, disruptive patients/bystanders, sudden death, etc.).			X		LA
25. Extricate, stabilize, package and transport an emergency patient.			X		SCI
26. Maintain and operate emergency vehicles.			X		LA

HEALTH OCCUPATIONS COMPETENCIES

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academ Area
Personal Hygiene					
1. Make unoccupied bed.		X			SCI
2. Make occupied bed.		X			SCI
3. Assist resident/patient with adaptive appliances.		X			SCI
4. Assist resident/patient in dressing and undressing.		X			SCI
5. Assist resident/patient with hair care.		X			SCI
6. Assist with or shave resident/patient.		X			SCI
7. Identify and apply care for resident/ patient's fingernails and toenails.		X			SCI
8. Perform a resident/patient back-rub.		X			SCI
9. Bathe resident/patient or assist with bathing.		X			SCI
10. Perform perineal care.		X			SCI
11. Perform or assist with oral hygiene including mouth and denture care.		X			SCI
12. Assist resident/patient with nutritional needs.		X			SCI
13. Apply sensory aid devices.		X			SCI

HEALTH OCCUPATIONS COMPETENCIES

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Personal Hygiene					
14. Apply appropriate skin care to resident.		X			
15. Assist the resident/patient with personal care/hygiene.				X	LA

HEALTH OCCUPATIONS COMPETENCIES

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Acade Area
Special Procedures					
Special Procedures Related to Admission, Transfer, Discharge					
1. Assist licensed nurse with unit admitting procedures.		X			LA
2. Assist licensed nurse with unit discharge procedures.		X			LA
3. Assist licensed nurse with unit transfer procedures.		X			LA
4. Transport resident/patient by proper equipment.		X			SCI
5. Admit, transfer and discharge resident/patient/clients.				X	LA
6. Perform initial patient assessment and evaluation (primary and secondary survey) using diagnosis signs and symptoms (i.e., determine level of consciousness; assess airway, breathing and circulation; measure and record vitals; assess pupil reaction; and assess neurological status).			X		SCI LA
Special Procedures Related to Hygiene					
1. Apply anti-embolism elastic stockings.		X			SCI
2. Apply elastic stockings.				X	SCI
3. Provide pressure sore care (examples, decubitus pads, alternating pressure mattress, sheepskin, bed cradle).				X	SCI

HEALTH OCCUPATIONS COMPETENCIES

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Special Procedures Related to Mobiliy/Immobility					
1. Assist resident/patient in standing.		X			SCI
2. Position resident/patient in correct body alignment.		X			SCI
3. Use techniques which help prevent decubitus ulcers.		X			SCI
4. Direct active range of motion exercises.		X			SCI
5. Assist resident in walker use.		X			SCI
6. Assist resident in walking.		X			SCI
7. Perform passive range of motion exercises.		X			SCI
8. Transfer resident/patient using assistance.		X			SCI
9. Provide activity level as prescribed.				X	LA
10. Care for patients/residents with casts, in traction, on specially ordered beds.				X	SCI
11. Ambulate patient/resident as prescribed.				X	SCI
Special Procedures Related to Nutrition					
1. Provide tube feedings.				X	SCI
2. Irrigate NG tubes (use precautions).				X	SCI

HEALTH OCCUPATIONS COMPETENCIES

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academ Area
Special Procedures Related to Nutrition					
3. Restrict or encourage fluids.				X	SCI
Special Procedures Related to Elimination					
1. Assists resident/patient with bladder/ bowel training.		X*			
2. Assist resident/patient with elimination needs.		X			SCI
3. Observe and maintain closed urinary drainage system.		X			SCI
4. Prepare and give enema.		X			SCI
5. Measure, describe and record fluid intake and output.				X	MATH LA
6. Insert, irrigate and remove foley catheters.				X	SCI
7. Administer cleansing, retention and diagnostic enemas.				X	SCI
8. Maintain drainage devices and systems.				X	SCI
9. Irrigate colostomies and provide ostomy care as needed.				X	SCI
10. Demonstrate care for incontinent resident.		X			SCI

HEALTH OCCUPATIONS COMPETENCIES

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Special Procedures Related to Specimen Collection					
1. Collect urine and feces specimens as instructed.		X			SCI
2. Collect and label body specimen.				X	SCI
Special Procedures Related to Diagnostic Testing					
1. Measure and record temperature, pulse, respiration and blood pressure.		X			MATH LA
2. Measure and record weight.		X			MATH LA
3. Test urine for glucose and ketones.		X			SCI
4. Obtain and record vitals--including apical pulse.				X	LA SCI
5. Obtain and record height and weight.				X	MATH LA
6. Perform a blood glucose (capillary).				X	SCI
7. Prepare patient/resident for diagnostic procedures (for example radiographs, laboratory tests, proctoscopy, lumbar puncture, bone marrow, EKG).				X	SCI
Special Procedures Related to Diagnostic Procedures					
1. Assist the physician with the physical examination.				X	LA

HEALTH OCCUPATIONS COMPETENCIES

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Special Procedures Related to Administration of Medications					
1. Administer medications safely, utilizing knowledge and skills, according to the physician's order.				X	SCI LA
2. Accurately calculate drug dosages.				X	SCI
3. Administer liquid and solid medications, orally, rectally, topically interdermally, IM, Sub Q, in the eye, ear and nose.				X	MATH SCI
4. Add non-medicated IV solutions, regulate and discontinue IVs.				X	SCI
Special Procedures Related to Wound Care					
1. Provide wound care, irrigation, change sterile and unsterile dressings.				X	SCI
Special Procedures Related to Hot and Cold					
1. Assist with local applications of warmth and cold.		X			
2. Apply hot and cold therapies, sterile and unsterile, including sitz baths.				X	SCI
3. Assist the resident/patient with whirlpool bath.				X	SCI
Special Procedures Related to Respiratory Care					
1. Administer oxygen.				X	SCI

HEALTH OCCUPATIONS COMPETENCIES

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
2. Provide tracheostomy care including suctioning as needed.				X	SCI
3. Perform nasopharyngeal suctioning as needed.				X	SCI
4. Demonstrate the use of mechanical aids to provide effective ventilation (i.e., airway adjuncts, oral suctioning and administration of oxygen by proper delivery systems).			X		SCI
Special Procedures - Miscellaneous					
1. Assists licensed nurse with unit pre and post operative care.		X*			
2. Provides care for acutely ill patients.		X*			
3. Provides care for children and new mothers.		X*			
4. Identify five steps of approaching death or reactions to approaching death.		X			
5. Explain procedures for post-mortem care.		X			
6. Identify the physical signs of approaching death.		X			
7. Demonstrate physical measures for the dying resident/ patient.		X			
8. Implement restorative treatment as prescribed.				X	LA

HEALTH OCCUPATIONS COMPETENCIES

Occupational Competencies	General HOE	Nurse Aide	Emergency Care	PN	Acade Area
9. Provide pre and post operative care according to care plan.				X	SCI
10. Utilize the appropriate resources to evaluate client/resident/ patient responses to nursing care, treatments and medication.				X	LA

*Identifies competencies not validated by TAC Committee but required

HEALTH OCCUPATIONS COMPETENCIES

Leadership Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
1. Identify leadership characteristics associated with the health care delivery system.	X				LA
2. Follow directions.		X	X	X	LA
3. Participate in a discussion.		X	X	X	LA
4. Utilize time effectively.		X	X	X	LA
5. Prioritize series of tasks.		X	X	X	LA
6. Define goals.		X	X	X	LA
7. Work effectively with others.		X	X	X	
8. Listen effectively.		X	X	X	LA
9. Facilitate group interaction.		X		X	
10. Recognize conflict situations.		X			LA
11. Adapt to environment/situation.		X	X	X	LA
12. Speak efficiently in front of others.		X		X	LA
13. Lead a discussion.				X	LA
14. Organize an event.				X	LA
15. Delegate duties.			X	X	LA

HEALTH OCCUPATIONS COMPETENCIES

	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
Leadership Competencies					
16. Deal with conflict.				X	LA
17. Recognize and handle conflict.			X	X	LA
Job Getting, Job Keeping Competencies					
1. Identify requirements for a job.	X	X	X	X	LA
2. Complete required forms.	X	X	X	X	LA
3. Write application letter.	X	X	X	X	LA
4. Evaluate job offer.	X	X	X	X	LA
5. Interact with others in a courteous and tactful manner.	X	X	X	X	LA
6. Cooperate with others.	X	X	X	X	LA
7. Accept individual differences.	X	X	X	X	LA
8. Respect the property of others.	X	X	X	X	LA
9. Organize thoughts and clearly express point of view.	X	X	X	X	LA
10. Organize thoughts and writes clearly.	X	X	X	X	LA
11. Exhibit dependability.	X	X	X	X	LA

HEALTH OCCUPATIONS COMPETENCIES

Job Getting, Job Keeping Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
12. Demonstrate punctuality.	X	X	X	X	LA
13. Ask for help when needed.	X	X	X	X	
14. Accept new challenges.	X	X	X	X	
15. Accept supervision willingly.	X	X	X	X	
16. Discuss the necessity of flexibility related to change.	X	X	X	X	
17. Manage time effectively.	X	X	X	X	
18. Follow rules and regulations.	X	X	X	X	LA
19. Produce quality work.	X	X	X	X	LA
20. Work within guidelines.	X	X	X	X	LA
21. Take responsibility for mistakes and/or good work.	X	X	X	X	LA
22. Comply with safety and health rules.	X	X	X	X	LA
23. Utilize equipment correctly.	X	X	X	X	LA
24. Maintain clean and orderly work area.	X	X	X	X	SCI
25. Demonstrate personal hygiene and cleanliness.	X	X	X	X	
26. Adapt to change/demonstrates flexibility.		X	X	X	

Job Getting, Job Keeping Competencies	General HOE	Nurse Aide	Emergency Care	PN	Academic Area
27. Follow policies and procedures.		X	X	X	LA
28. Explain the purpose of performance evaluations.		X			LA
29. Manage time and regulations.				X	LA
Entrepreneurship Competencies					
1. List health care planning agencies and services available at local, state, national and international levels.	X				LA
2. Identify the opportunities for entrepreneurship in the health care delivery system.	X				LA FE
3. Explain types of health care business organizations.		X			LA
4. Recognize relevant, legal and ethical issues in the health care industry.		X			LA
5. Explain the relationship of the government and health care industry.				X	FE
6. Analyze the concept of supply and demand for health care industry.				X	FE
7. Explain the concept of organized labor and the health care industry.				X	FE
8. Explain the concept of profit as it relates to health care industry.				X	FE

General

HOE PROGRAM

COMPETENCIES

HEALTH OCCUPATIONS PROGRAM

GENERAL HOE
Model 1

Secondary

PRINCIPLES OF HEALTH

BODY STRUCTURE AND FUNCTION (A&P)

PRINCIPLES OF FIRST AID

Post-Secondary

ANY POST-SECONDARY HOE PROGRAM

HEALTH OCCUPATIONS COMPETENCIES

General HOE
Model 1

Health Care Delivery System	Principles of Health	Body Structure and Function (A&P)	Principles of First Aid
1. Identify the basic components of the health care delivery system.	X		
2. Explain the types of health care and identify the major types of health care facilities.	X		
3. Explain the major advances that transformed health care in the 19th and 20th centuries.	X		
4. Identify new developments which affect future health care.	X		
5. Define health and wellness.	X		
6. Define illness and its impact on the whole person/family.	X		
7. Explain the organizational structure of typical community health care delivery systems.	X		
8. Identify criteria useful in choosing health care products or services.	X		
9. Define the concept of hospice treatment.	X		

HEALTH OCCUPATIONS COMPETENCIES

General HOE
Model 1

	Principles of Health	Body Structure and Function (A&P)	Principles of First Aid
Health Careers			
1. Define the major characteristics of each of the following career opportunities (and associated laws) that monitor the quality and effectiveness of the health care delivery system: dental services; diagnostic services; mental health services; nursing and nursing related services; ophthalmic services; rehabilitation services; therapeutic services; emergency medical services; health information and communication; physicians and medically related services; medical instrumentation; environmental services; animal health services; and mortuary services.	X		
2. Identify the various opportunities/ processes for career advancement that exist within a health occupations career cluster (i.e. education, salary, duties, work, credentialling, environment).	X		
3. Identify health care providers and their roles.	X		
4. Choose a health care provider according to individual needs one may have.	X		
Health Promotion and Wellness			
1. Describe practices to promote good health (i.e., nutrition, exercise, rest, weight control and stress management).	X		
2. Identify required immunizations for children, senior citizens, pets.	X		

HEALTH OCCUPATIONS COMPETENCIES

General HOE
Model 1

Health Promotion and Wellness	Principles of Health	Body Structure and Function (A&P)	Principles of First Aid
3. Recognize the direct relationship between environmental problems and community health.	X		
4. Describe the hazards of smoking, drug abuse and alcohol.	X		
5. Define the concepts of good mental health (i.e., self-image, self-esteem).	X		
6. Define Gerontology and its potential impact on society.	X		
7. Identify various treatment options for mental illness.	X		
8. Discuss death and dying.	X		
Ethical/Legal			
1. Identify patients' rights and responsibilities.	X		
2. Describe medical, legal and moral issues that exist in health care (i.e. patient confidentiality, patient informed/implied consent and practitioner responsibility for patient welfare.	X		
Body Structure and Function (Anatomy and Physiology)			
1. List the body systems and the major functions of each.		X	

HEALTH OCCUPATIONS COMPETENCIES

General HOE
Model 1

Body Structure and Function (Anatomy and Physiology)	Principles of Health	Body Structure and Function (A&P)	Principles of First Aid
2. Differentiate between cell, tissue, organ and systems and the common diseases that affect each.		X	
3. Describe the body's line of defense against disease.		X	
4. Define, pronounce and spell common medical abbreviations.		X	
Safety			
1. Demonstrate the universal precautions/ procedures (CDC) for infection control.			X
2. Perform patient identification procedures.			X
3. Demonstrate the use of good body mechanics.			X
4. Explain the varied aspects of safety, related to the patient, client and worker in health occupations.			X
5. Explain medical asepsis.			X
6. Demonstrate basic transport and transfer techniques.			X
Special Procedures Related to Diagnostic Testing			
1. Take and record temperature, pulse, respiration and blood pressure.	X		X

HEALTH OCCUPATIONS COMPETENCIES

General HOE
Model 1

Special Procedures Related to Diagnostic Testing	Principles of Health	Body Structure and Function (A&P)	Principles of First Aid
2. Take and record height and weight.	X		X
3. Convert common weights, measures and volumes to metric.	X		X
Emergency Services			
1. Obtains CPR certification in Module C.			X
2. Performs first aid skills and identifies treatment to include: wounds, shock, poisoning, burns, physical efforts of heat and cold, infection, bites, suspected fractures and spinal cord injuries, heart attack, apoplexy, fainting, epilepsy, diabetic reactions and lodged foreign objects (i.e., eye, air and food passages).			X
3. Perform rescue and transfer of victim.			X
Leadership			
1. Identify leadership characteristics associated with the health care delivery system.	X	X	X
Job Getting, Job Keeping			
1. Identify requirements for a job.	X	X	X
2. Complete required forms.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

General HOE
Model 1

Job Getting, Job Keeping	Principles of Health	Body Structure and Function (A&P)	Principles of First Aid
3. Write application letter.	X	X	X
4. Evaluate job offer.	X	X	X
5. Interact with others in a courteous and tactful manner.	X	X	X
6. Cooperate with others.	X	X	X
7. Accept individual differences.	X	X	X
8. Respect the property of others.	X	X	X
9. Organize thoughts and clearly express point of view.	X	X	X
10. Organize thoughts and writes clearly.	X	X	X
11. Exhibit dependability.	X	X	X
12. Demonstrate punctuality.	X	X	X
13. Ask for help when needed.	X	X	X
14. Accept new challenges.	X	X	X
15. Accept supervision willingly.	X	X	X
16. Discuss the necessity of flexibility related to change.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

General HOE
Model 1

Job Getting, Job Keeping	Principles of Health	Body Structure and Function (A&P)	Principles of First Aid
17. Manage time effectively.	X	X	X
18. Follow rules and regulations.	X	X	X
19. Produce quality work.	X	X	X
20. Work within guidelines.	X	X	X
21. Take responsibility for mistakes and/or good work.	X	X	X
22. Comply with safety and health rules.	X	X	X
3. Utilize equipment correctly.	X	X	X
24. Maintain clean and orderly work area.	X	X	X
25. Demonstrate personal hygiene and cleanliness.	X	X	X
Entrepreneurship			
1. List health care planning agencies and services available at local, state, national and international levels.	X	X	X
2. Identify the opportunities for entrepreneurship in the health care delivery system.	X	X	X

HEALTH OCCUPATIONS PROGRAM

GENERAL HOE
Model 2

Secondary

PRINCIPLES OF HEALTH

DIRECT PATIENT CARE INCLUDING EMERGENCY AND FIRST AID
BODY STRUCTURE

LEADERSHIP/ EMPLOYABILITY SKILLS

Post-Secondary

ANY HOE PROGRAM

HEALTH OCCUPATIONS COMPETENCIES

General HOE
Model 2

Health Care Delivery System	Principles of Health	Direct Patient Care	Leadership/ Employability
1. Identify the basic components of the health care delivery system.	X	X	X
2. Explain the types of health care and identify the major types of health care facilities.	X	X	X
3. Explain the major advances that transformed health care in the 19th and 20th centuries.	X		X
4. Identify new developments which affect future health care.	X		X
5. Define health and wellness.	X		X
6. Define illness and its impact on the whole person/family.	X		X
7. Explain the organizational structure of typical community health care delivery systems.	X		X
8. Identify criteria useful in choosing health care products or services.	X		X
9. Define the concept of hospice treatment.	X		X

HEALTH OCCUPATIONS COMPETENCIES

General HOE
Model 2

Health Careers	Principles of Health	Direct Patient Care	Leadership/ Employability
1. Define the major characteristics of each of the following career opportunities (and associated laws) that monitor the quality and effectiveness of the health care delivery system: dental services; diagnostic services; mental health services; nursing and nursing related services; ophthalmic services; rehabilitation services; therapeutic services; emergency medical services; health information and communication; physicians and medically related services; medical instrumentation; environmental services; animal health services; and mortuary services.	X		X
2. Identify the various opportunities/ processes for career advancement that exist within a health occupations career cluster (i.e. education, salary, duties, work, credentialling, environment).	X		X
3. Identify health care providers and their roles.	X	X	X
4. Choose a health care provider according to individual needs one may have.	X		X
Health Promotion and Wellness			
1. Describe practices to promote good health (i.e., nutrition, exercise, rest, weight control and stress management).	X		X
2. Identify required immunizations for children, senior citizens, pets.	X		X

HEALTH OCCUPATIONS COMPETENCIES

General HOE
Model 2

Health Promotion and Wellness	Principles of Health	Direct Patient Care	Leadership/ Employability
3. Recognize the direct relationship between environmental problems and community health.	X		X
4. Describe the hazards of smoking, drug abuse and alcohol.	X		X
5. Define the concepts of good mental health (i.e., self-image, self-esteem).	X		X
6. Define Gerontology and its potential impact on society.	X		X
7. Identify various treatment options for mental illness.	X		X
8. Discuss death and dying.	X		X
Ethical/Legal			
1. Identify patients' rights and responsibilities.	X	X	X
2. Describe medical, legal and moral issues that exist in health care (i.e. patient confidentiality, patient informed/implied consent and practitioner responsibility for patient welfare.	X	X	X
Body Structure and Function (Anatomy and Physiology)			
1. List the body systems and the major functions of each.		X	X

HEALTH OCCUPATIONS COMPETENCIES

General HOE
Model 2

Body Structure and Function (Anatomy and Physiology)	Principles of Health	Direct Patient Care	Leadership/ Employability
2. Differentiate between cell, tissue, organ and systems and the common diseases that affect each.		X	X
3. Describe the body's line of defense against disease.		X	X
4. Define, pronounce and spell common medical abbreviations.		X	X
Safety			
1. Demonstrate the universal precautions/ procedures (CDC) for infection control.		X	X
2. Perform patient identification procedures.		X	X
3. Demonstrate the use of good body mechanics.		X	X
4. Explain the varied aspects of safety, related to the patient, client and worker in health occupations.		X	X
5. Explain medical asepsis.		X	X
6. Demonstrate basic transport and transfer techniques.		X	X
Special Procedures Related to Diagnostic Testing			
1. Take and record temperature, pulse, respiration and blood pressure.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

General HOE
Model 2

Special Procedures Related to Diagnostic Testing	Principles of Health	Direct Patient Care	Leadership/ Employability
2. Take and record height and weight.	X	X	X
3. Convert common weights, measures and volumes to metric.	X	X	X
Emergency Services			
1. Obtains CPR certification in Module C.		X	X
2. Performs first aid skills and identifies treatment to include: wounds, shock, poisoning, burns, physical efforts of heat and cold, infection, bites, suspected fractures and spinal cord injuries, heart attack, apoplexy, fainting, epilepsy, diabetic reactions and lodged foreign objects (i.e., eye, air and food passages).		X	X
3. Perform rescue and transfer of victim.		X	X
Leadership			
1. Identify leadership characteristics associated with the health care delivery system.	X	X	X
Job Getting, Job Keeping			
1. Identify requirements for a job.	X	X	X
2. Complete required forms.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

General HOE
Model 2

Job Getting, Job Keeping	Principles of Health	Direct Patient Care	Leadership/ Employability
3. Write application letter.	X	X	X
4. Evaluate job offer.	X	X	X
5. Interact with others in a courteous and tactful manner.	X	X	X
6. Cooperate with others.	X	X	X
7. Accept individual differences.	X	X	X
8. Respect the property of others.	X	X	X
9. Organize thoughts and clearly express point of view.	X	X	X
10. Organize thoughts and writes clearly.	X	X	X
11. Exhibit dependability.	X	X	X
12. Demonstrate punctuality.	X	X	X
13. Ask for help when needed.	X	X	X
14. Accept new challenges.	X	X	X
15. Accept supervision willingly.	X	X	X
16. Discuss the necessity of flexibility related to change.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

General HOE
Model 2

Job Getting, Job Keeping	Principles of Health	Direct Patient Care	Leadership/ Employability
17. Manage time effectively.	X	X	X
18. Follow rules and regulations.	X	X	X
19. Produce quality work.	X	X	X
20. Work within guidelines.	X	X	X
21. Take responsibility for mistakes and/or good work.	X	X	X
22. Comply with safety and health rules.	X	X	X
23. Utilize equipment correctly.	X	X	X
24. Maintain clean and orderly work area.	X	X	X
25. Demonstrate personal hygiene and cleanliness.	X	X	X
Entrepreneurship			
1. List health care planning agencies and services available at local, state, national and international levels.	X	X	X
2. Identify the opportunities for entrepreneurship in the health care delivery system.	X	X	X

HEALTH OCCUPATIONS PROGRAM

GENERAL HOE
Model 3

Secondary

PRINCIPLES OF HEALTH

SUPPORTIVE PATIENT CARE

LEADERSHIP

Post-Secondary

HEALTH OCCUPATIONS COMPETENCIES

General HOE
Model 3

Health Care Delivery System	Principles of Health	Supportive Patient Care	Leadership/ Employability
1. Identify the basic components of the health care delivery system.	X	X	X
2. Explain the types of health care and identify the major types of health care facilities.	X	X	X
3. Explain the major advances that transformed health care in the 19th and 20th centuries.	X		X
4. Identify new developments which affect future health care.	X	X	X
5. Define health and wellness.	X	X	X
6. Define illness and its impact on the whole person/family.	X		X
7. Explain the organizational structure of typical community health care delivery systems.	X	X	X
8. Identify criteria useful in choosing health care products or services.	X	X	X
9. Define the concept of hospice treatment.	X		X

HEALTH OCCUPATIONS COMPETENCIES

General HOE
Model 3

Health Careers	Principles of Health	Supportive Patient Care	Leadership/ Employability
1. Define the major characteristics of each of the following career opportunities (and associated laws) that monitor the quality and effectiveness of the health care delivery system: dental services; diagnostic services; mental health services; nursing and nursing related services; ophthalmic services; rehabilitation services; therapeutic services; emergency medical services; health information and communication; physicians and medically related services; medical instrumentation; environmental services; animal health services; and mortuary services.	X		X
2. Identify the various opportunities/ processes for career advancement that exist within a health occupations career cluster (i.e. education, salary, duties, work, credentialling, environment).	X		X
3. Identify health care providers and their roles.	X	X	X
4. Choose a health care provider according to individual needs one may have.	X		X
Health Promotion and Wellness			
1. Describe practices to promote good health (i.e., nutrition, exercise, rest, weight control and stress management).	X		X
2. Identify required immunizations for children, senior citizens, pets.	X		X

HEALTH OCCUPATIONS COMPETENCIES

General HOE
Model 3

Health Promotion and Wellness	Principles of Health	Supportive Patient Care	Leadership/ Employability
3. Recognize the direct relationship between environmental problems and community health.	X		X
4. Describe the hazards of smoking, drug abuse and alcohol.	X		X
5. Define the concepts of good mental health (i.e., self-image, self-esteem).	X		X
6. Define Gerontology and its potential impact on society.	X		X
7. Identify various treatment options for mental illness.	X		X
8. Discuss death and dying.	X		X
Ethical/Legal			
1. Identify patients' rights and responsibilities.	X	X	X
2. Describe medical, legal and moral issues that exist in health care (i.e. patient confidentiality, patient informed/implied consent and practitioner responsibility for patient welfare.	X	X	X
Body Structure and Function (Anatomy and Physiology)			
1. List the body systems and the major functions of each.		X	X

HEALTH OCCUPATIONS COMPETENCIES

General HOE
Model 3

Body Structure and Function (Anatomy and Physioloigy)	Principles of Health	Supportive Patient Care	Leadership/ Employability
2. Differentiate between cell, tissue, organ and systems and the common diseases that affect each.		X	X
3. Describe the body's line of defense against disease.		X	X
4. Define, pronounce and spell common medical abbreviations.		X	X
Safety			
1. Demonstrate the universal precautions/ procedures (CDC) for infection control.		X	X
2. Perform patient identification procedures.		X	X
3. Demonstrate the use of good body mechanics.		X	X
4. Explain the varied aspects of safety, related to the patient, client and worker in health occupations.		X	X
5. Explain medical asepsis.			X
6. Demonstrate basic transport and transfer techniques.			X
Special Procedures Related to Diagnostic Testing			
1. Take and record temperature, pulse, respiration and blood pressure.	X		X

HEALTH OCCUPATIONS COMPETENCIES

General HOE
Model 3

Special Procedures Related to Diagnostic Testing	Principles of Health	Supportive Patient Care	Leadership/ Employability
2. Take and record height and weight.	X		X
3. Convert common weights, measures and volumes to metric.	X		X
Emergency Services			
1. Obtains CPR certification in Module C.			X
2. Performs first aid skills and identifies treatment to include: wounds, shock, poisoning, burns, physical efforts of heat and cold, infection, bites, suspected fractures and spinal cord injuries, heart attack, apoplexy, fainting, epilepsy, diabetic reactions and lodged foreign objects (i.e., eye, air and food passages).			X
3. Perform rescue and transfer of victim.			X
Leadership			
1. Identify leadership characteristics associated with the health care delivery system.	X	X	X
Job Getting, Job Keeping			
1. Identify requirements for a job.	X	X	X
2. Complete required forms.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

General HOE
Model 3

Job Getting, Job Keeping	Principles of Health	Supportive Patient Care	Leadership/ Employability
3. Write application letter.	X	X	X
4. Evaluate job offer.	X	X	X
5. Interact with others in a courteous and tactful manner.	X	X	X
6. Cooperate with others.	X	X	X
7. Accept individual differences.	X	X	X
8. Respect the property of others.	X	X	X
9. Organize thoughts and clearly express point of view.	X	X	X
10. Organize thoughts and writes clearly.	X	X	X
11. Exhibit dependability.	X	X	X
12. Demonstrate punctuality.	X	X	X
13. Ask for help when needed.	X	X	X
14. Accept new challenges.	X	X	X
15. Accept supervision willingly.	X	X	X
16. Discuss the necessity of flexibility related to change.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

General HOE
Model 3

Job Getting, Job Keeping	Principles of Health	Supportive Patient Care	Leadership/ Employability
17. Manage time effectively.	X	X	X
18. Follow rules and regulations.	X	X	X
19. Produce quality work.	X	X	X
20. Work within guidelines.	X	X	X
21. Take responsibility for mistakes and/or good work.	X	X	X
22. Comply with safety and health rules.	X	X	X
23. Utilize equipment correctly.	X	X	X
24. Maintain clean and orderly work area.	X	X	X
25. Demonstrate personal hygiene and cleanliness.	X	X	X
Entrepreneurship			
1. List health care planning agencies and services available at local, state, national and international levels.	X	X	X
2. Identify the opportunities for entrepreneurship in the health care delivery system.	X	X	X

SUGGESTED UNITS OF INSTRUCTION FOR GENERAL HEALTH OCCUPATIONS PROGRAM

These units include
the minimum competencies
identified by
the teaching advisory
committees
and additional competencies
to demonstrate development
of a quality program

- Overview of Health Careers
- Health Care Delivery System
- Health Promotion and Wellness
- Ethical and Legal Aspects of Health Care

Health Ca[illegible]rs

Overview: This unit allows the student to explore a variety of careers related to health, including both wellness and health care. It includes a general overview of health personnel, a brief look at personal characteristics, an indepth presentation of health careers, and a discussion of financial aid.

OBJECTIVE	CONTENT	METHOD
At the completion of this unit the student will:	II. Health Occupations A. Health personnel (Wellness & health care)	Lecture/discussion.
1.0 Describe characteristics that are desirable for health personnel. 1.1. Identify personal characteristics needed by a health employee. a. State why they are important to employers. b. State why they are important to clients/patients. c. State why they are important to the individual.	1. Personal characteristics a. Honesty b. Empathy c. Patience d. Sincerity e. Dependability f. Responsibility g. Flexibility h. Good communication i. Tact j. Enthusiasm k. Acceptance of criticism l. Competence m. Self-motivation n. Willingness to learn	Brainstorm at large or small groups. Role play as if with a client/patient. Discuss reactions of an employer or a patient when presented with a negative model. Invite a health professional to present health personnel topic. Break into small groups to discuss qualities health workers should have.
1.2. State the importance of personal health.	2. Importance of personal health	Have the class adhere to good health practices for a period of time and record performance and other improvements.
1.3. List standards of professional appearance.	3. Appearance a. Hygiene b. Grooming and dressing	Examine various dress codes. Create own dress code policy with adherence clause. Maintain it once a week. Role play. Wear own uniform.

OBJECTIVE	CONTENT	METHOD
1.4. Name responsibilities of health occupations employees.	4. Responsibilities a. Maintain licensure/certificate b. Follow guidelines of licensure body c. Uphold standards d. Exemplify positive role model e. Retain membership in professional organizations f. Keep current g. Have an open mind h. Perform only the duties for which you are skilled in i. Document procedures accurately	Review some licensing board guidelines. Have students write to some professional organizations to inquire about benefits and costs. Compare the data. Present legal cases where improper documentation created problems.
2.0 Discuss reasons why people select a career in health.	B. Working in health (Wellness & health care) 1. Reasons for working	Have students mention careers they are interested in at this point.
2.1. List the reasons for working. 2.2. List advantabes of working in a health field.	2. Advantages a. Career in health b. New positions are created c. Variety of facilities to work in d. Satisfaction of helping others e. Flexible hours	Have students brainstorm advantages and disadvantages. Discuss fringe benefits of employment.
2.3. List disadvantages/risks of working in a health field. a. State possible solutions for occupational risks.	3. Disadvantages of a career in health a. Demanding and heavy workload b. Low to fair pay c. Heavy responsibility d. May work on call, weekends, or holidays e. Unpleasant tasks required f. Occupational hazards g. Infection	Have a problem-solving exercise. a. Rank pros & cons and compare. b. Discuss solutions to specific risks; i.e. Aids.
3.0 Explore health careers. 3.1. Describe personal traits. a. List interests, values, abilities, behaviors, and goals.	C. Career exploration 1. Self concept a. Personal traits 1) Interests 2) Values - aspirations, lifestyles, needs	Have students list personal goals, desired lifestyle, desired economic goals.

OBJECTIVE	CONTENT	METHOD
1. Evaluates personal traits. 2. List personality traits which need improving.	3) Abilities - physical, potential 4) Behavior 5) Goals	List and order values. Apply them to a career.
b. Compare examples of the various types of assessment tests.	b. Assessment tests 1) Predictive - aptitude 2) Discrimination - interest measurement 3) Monitoring - career planning, work values, maturity 4) Evaluation	Take some assessment tests. Evaluate them. Guidance counselor speak on tests. Have students look in a mirror, write 10 positive things about what they see.
c. Evaluates image of self as perceived by self and otehrs.	c. Evaluation of self image 1) By self 2) By others	Qualities list - have students list qualities of a person they like and qualities of a person that they dislike. Contrast. Make a list of personal qualities that they desire. Evaluate themselves according to the lists.
3.2. Discuss career opportunities in health.	2. Career opportunities (Wellness & health care)	
a. Identify sources of information on various health careers. 1. State the type of information available for each source. 2. State how to locate each source.	a. Sources of information 1) Publications - books, pamphlets, newspapers 2) People - counselors, workers and student in a particular field 3) Organizations - national, specialty fields, career clubs	Brainstorm with class for known health careers and for sources of information about them. Visit a library - look at various resources.
b. Differentiate between entry level, technical and professional occupations.	b. Occupational levels 1) Three levels 2) Career ladder diagram	Discuss more unusual careers not mentioned by class: Peace Corps, Red Cross, military, civilian roles in military.

OBJECTIVE	CONTENT	METHOD
1. Diagram a career ladder for any particular area of health from the entry level to the highest level position. 2. Diagram a career lattice for any particular health area. 3. List levels of preparation for each occupational level. a. Contrast the difference between certification, registration, and licensure. b. Define various levels of education. c. State the difference between clinical experience and on-the-job training. d. Identify lifestyles as affected by occupational level duties. e. Identify duties relating to 2 occupations within each career level. f. Compare data of 6 occupations - 2 within each career level.	3) Career lattice diagram 4) Educational preparation for level 5) Lifestyles associated with occupational level duties 6) Duties of 2 occupations in each level 7) Research content - title, tasks, duties, job outlook, educational requirements, salary, working conditions, personal qualities needed, license or registration advancement opportunities, lifestyle, mobility, continuing education requirements, advantages, disadvantages	Prepare a worksheet for a notebook for students to keep when comparing careers. Match career traits with individual traits. Collect articles for a notebook of health careers. Develop a classified ad for a health career. Make paper career ladders from occupations chosen by students. Cross reference to make career lattices. Critique classified ads of local employment in small groups. Evaluate their appeal Have each student interview a person at each level. Discuss interviews in class.
c. Discuss 4 major categories in health careers. 1. Identify examples of occupations in each category. 2. Explore 2 careers in each category.	c. Health career categories 1) Occupational categories a) Direct patient/client care - nursing b) Diagnostic pt./c. care-radiology c) Supportive health occupations - wellness d) Health related occupations - veterinary services 2) Content for exploration by category	With health careers play password or bingo games. Computerized crossword puzzles. Tour health facilities. Discuss other categorical groupings. Discuss and show prothesis. Class hosts a career day: each student is assigned 3-5 careers and is responsible for publications on each.

OBJECTIVE	CONTENT	METHOD
d. Describe how jobs will be changed, created, or obsoleted. 1. Identify technology that changes the job market. 2. Identify adjustments in local through international manpower needs. 3. Identify demographic implications of occupational opportunities. 4. Identify current trends that create jobs. 5. List entrepeneurial opportunities in the health fields. 6. Identify multiskilled occupations.	d. Nature of health careers 1) Technical 2) Manpower needs 3) Demographics 4) Current trends 5) Entrepeneurial opportunities 6) Multiskilled	Bulletin boards and displays - let students choose an occupation and create their own; choose a new career. Business venture - divide class into groups to devise a plan to market a new health-related business.
e. Research a/some chosen health career(s).	e. Content for research of chosen career(s)	Have students work in pairs to decide which category and career is suitable.
1. Compare information from a variety of educational programs. 1.a. Identify costs. 1.b. Identify accreditation. 2. Research employment opportunities. 3. Use different types of information.	1) School/programs comparison a) Costs b) Accreditation 2) Employment opportunities - local to area of interest 3) Multiple information sources	Assign a paper on what they've learned about searching/finding a career. Encourage students to visit a department in their area of interest. Encourage students to interview a health worker and write to professional societies for information.
4.0 Discuss financial aid. 4.0.1. Identify various forms of financial aid. 4.0.2. Identify a need for financial aid. 4.0.2.1. Prepare a budget. 4.0.2.2. Define eligibility. 4.0.3. List sources of financial aid. 4.0.4. List guidelines for application. 4.0.5. State where to find information.	D. Financial aid 1. Forms - scholarships, grants, loans stipends, and jobs 2. Need a. Budget plan b. Eligibility 3. Sources - governments, organizations, clubs, lending institutions 4. Sources of information - guidance counselor, libraries, schools, books	Guidance counselor as a guest speaker.

OBJECTIVE	CONTENT	METHOD
	5. Guidelines for applying a. Get information and forms b. Read information c. Gather data d. Complete carefully e. Mail before deadline f. Keep a file	
4.0 Define key terms.	E. Terminology list	Terminology flashcards. Have spelling bees for pronunciation and spelling.

Health Careers

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Health Ca[illegible] Delivery System

Overview: This unit presents a comprehensive definition of the word health as it relates to the well-being of the individual, family, community, and world. A brief history of important people and events in health is presented. The student is introduced to the concept of a total health system consisting of both wellness and health care. It assists the student in defining various health facilities and agencies, in exploring their organizational structure, and in acknowledging current trends in health.

OBJECTIVE	CONTENT	METHOD
At the completion of this unit the student will: 1.0 Define health 1.1 Define the term "health." 1.2 List factors that affect health. a. Describe how each factor affects health.	I. Introduction A. Health 1. Definition - various definitions, cultures; WHO definition: mental, social, physical 2. Factors affecting health a. Stress - relaxation, release, recreation b. Aerobic exercising c. Nutrition - diet, disorders d. Weight e. Sleep f. Smoking g. Substance abuse h. Social abuse i. Motivation j. Lifestyle - disease prevention fitness k. Age l. Environment/safety m. Sexuality n. Cleanliness o. Elimination p. Dental care q. Spiritual growth	Lecture/discussion Discussion of own definition, in lieu of ethnicity, age, own health practices, home remedies. Use resources - Taber's Medical Dictionary. Have students critique a TV commercial that promotes a health product or health factor.* Guest lectures - i.e. National Dairy Council, use their resources. Brainstorm for factors. Assisting student to interview people and write own definition and factors prior to class, from personal bias. Have students create a bulletin board display for factors affecting health. Define how other cultures view health.

OBJECTIVE	CONTENT	METHOD
1.3 List 3 categories of health. a. Define 3 states of being healthy. b. Define 2 states of the challenged population. c. Define 3 states of illness.	3. Categories of health a. Healthy 1. Physical 2. Mental 3. Social 4. Spiritual b. Challenged or disabled 1. Mental 2. Physical c. Illness 1. Physical 2. Mental 3. Social	Have students list at least 3 factors which affect their health in a negative way, identify which aspect they affect and possible remedies. Assign students to list characteristics or examples for each category stated. List behaviors that are present when an individual/self is not socially or mentally well. Have students collect pamphlets and articles about health and write a brief opinion about it. Collect articles in a notebook for future reference. *Review the symbols or emotions that are used and explain how the product/factor affects one's health.
1.4 Define chronic and acute health. a. Describe how the term chronic is related to each state of the three health categories. b. State the importance of chronic health. c. Describe how the term acute is related to the 3 states of illness.	4. Health aspects a. Chronic 1. Health - mental, physical, social 2. Disability - mental, physical 3. Illness - mental, physical, social b. Acute 1. Illness - mental, physical, social	Discuss what other cultures view as disabled and contrast to this nation's definition. List methods that promote chronic health. Have the student list 3 or more activities that promote or maintain a state of mental, social, and physical health.
1.5 Describe the health system. a. Define health team. b. Differentiate between the terms health wellness and health care. 1. Define the terms holism, optimum health, and fitness.	5. Health system a. Health team b. Wellness versus health care 1. Terms a) Holism b) Optimum Health	Have the student prepare a short speech on a specific health aspect; i.e., health team, holistic health.

OBJECTIVE	CONTENT	METHOD
2. State populations that would be served by h.w. & h.c. workers	c) Fitness 2. Populations served a) Health care workers b) Health wellness workers	Discuss how health wellness and health care are inter-related.
3. Differentiate between health education and health occupations education.	3. Compare health education to health occupations education.	
1.6 Define key terms.	6. Terminology list	
2.0 Write a brief history of health.	B. History of Health	
2.1 Identify events/people who made important contributions to the health field. 2.1.1 State the significance.	1. Important events and people a. Implications for progress b. Implications for health prior to discovery	
2.2 Compare common causes of death in the U.S. in previous years to current causes.	2. Causes of death in U.S. a. Current b. Previous years	Supply student with facts and resources. Have students write their reaction to them.
2.3 Contrast life expectancy of today to previous years. 2.3.1 Explain the difference.	3. Life expectancy in U.S. a. Current b. Previous	
2.4 Compare common diseases of today to previous years.	4. Common diseases in U.S. a. Current b. Previous	ID required immunization for children, senior citizens, pets
2.5 Compare life expectancy, disease, and causes of death between the U.S. and other countries.	5. Compare the health of U.S. and other countries. a. Life expectancy b. Diseases c. Causes of death	
2.6 State national and global environmental health problems.	6. Environmental health problems a. U.S. b. World	
2.7 Describe the role of genetics in the health field.	7. Genetics	
2.8 Define key terms.	8. Terminology list	
3.0 Describe the relationship between the variety of services of the health network.	C. Health facilities and agencies 1. Health care facilities a. In-patient facilities	Tour or visit various health facilities and/or agencies. List health facilities.

OBJECTIVE	CONTENT	METHOD
3.1 List various health care facilities according to their funding and their services.	1) Funding 2) Services b. Out-patient facilities 1) Funding 2) Services	Assign small groups to determine where the nearest resources are for specific health concerns.
3.2 List health wellness facilities according to their funding and services.	2. Health wellness facilities a. Business and industry b. Schools - primary through universities c. Private health clinics d. Hospitals e. Recreational Services - YMCA, Parks f. Nursing homes g. Resorts and conference centers h. Health Insurance companies i. Private consulting firms	Describe health facilities in other countries. Collect pamphlets/brochures from various agencies. Password game/Bingo game/computerized crossword puzzle for various definitions.
3.3 List health agencies and organizations according to their funding and services.	3. Health agencies and organizations a. Government 1) Local 2) State 3) National 4) International - WHO b. Volunteer 1) Local 2) State 3) National	Write letters to community or state agencies to have them describe their role in assisting the community/state to stay healthy. Write a report on a volunteer agency. Guest lecturer - reformed substance abuser, agency personnel, etc.
3.4 State the principles of different insurance plans.	4. Insurance Plans a. Health Maintenance Organization (HMO) b. Preferred Provider Organization (PPO) c. Medicare d. Medicaid e. Private insurance (Blue Cross/Sheild) f. Worker's compensation	Talk about some agencies that are referral agencies. Given a simulation situation, have the student list advantages and disadvantages of the various insurance plans.
3.5 State the major goals of the U.S. Public Health Department.	5. U.S. Public Health Department a. Research	Guest lectures - from various insurance plans.

OBJECTIVE	CONTENT	METHOD
	b. Substance abuse prevention and treatment c. Disease prevention and treatment d. Standards for food and drug e. Effecitve health services f. Quality health care in all areas	List agencies, businesses, and health facilities that are directly or indirectly linked to the U.S.P.H.D.
3.6 Define key terms.	6. Terminology list.	
4.0 Explain the organizational structure for health facilities. 4.1 Diagram an organization chart for a large and a small facility. 4.2 Define the purpose of a facility's organization.	D. Organizational Structures 1. Flow chart a. Large and small facilities b. Health care and wellness facilities 2. Purpose	Have students interview a local small facility and complete an organization chart for it. Take one occupation away on a large hospital organization chart and decide who will perform those services. Provide terminology lists. Have students define terms before class.
5.0 List current trends affecting health.	E. Current trends 1. World health 2. Family health 3. Individual health	Guest speaker for current issues of interest.
5.1 Define key terms.	4. Terminology list	Have students give a class presentation on current isssues and trends. Have students debate a current issue in class. Encourage students to do volunteer work for a volunteer agency or have a fund drive for one.

Health Care Delivery System

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Audio-Visual Aids:

AIDS: Part I and II [Film]. Walt Disney Films.

A true story about hospitals [Film]. Chicago: American Hospital Association.

Holistic health: Treating the whole person [Film]. Human Relations Media.

Agencies and Organizations:

Iowa Department of Education, Lucas State Office Building, 4th Floor, Des Moines, Iowa 50309-0075, (515) 281-6779. Resource list including films, pamphlets, workshops.

Health Information Resources, National Health Information Service, P.O. Box 1133, Washington, DC, 20013, (202) 429-9091, 1-800-336-4797.

National Wellness Institute, University of Wisconsin - Stevens Point Foundation, Stevens Point, Wisconsin 54481, (715) 346-2172.

President's Council on Physical Fitness and Sports, Washington, DC 20001, (202) 272-3421.

Overview: This unit allows the student to explore the many factors that affect wellness and self care. The definition, importance, and skills that are necessary to promote personal and community wellness are provided. The student is introduced to the variety of services that are provided by related agencies, organizations, and programs within all levels of the community.

OBJECTIVE	CONTENT	METHOD
At the completion of this unit the student will: 1.0 State the general goal and the objectives of this unit.	I. Introduction A. Overview B. Goals and objectives	Lecture. Reading assignments. Guest lecturers on pertinent issues (i.e., pollution, sexually transmitted disease.)
2.0 Discuss the basic premises of wellness. 2.1 Explain who is affected by wellness. 2.2 Define wellness.	II. Wellness A. Who - all: individuals, community, all ages B. What - holistic approach to preventative medicine; chronic link to harmonize optimal mental, physical, spiritual and social health; growth process - through education and awareness of health factors, and by making choices of self-responsibility and lifestyle	Discuss various behaviors that are present when a person is not physically, mentally, and/or socially well. Discuss how an individual's behavior can affect the health of others; i.e., family, peers. Filmstrip/tape, Human Relations Media, "Holistic Health: Treating the Whole Person." Discuss the importance of all aspects of health being well.
2.3 State where to find wellness. 2.4 State when wellness is important. 2.5 List reasons why wellness is important.	C. Where - daily life, choices D. When - now and in the future E. Why - 1. Better quality of life - increased productivity, prevent disabilities with aging, improve attitude of personal health and well-being, improve morale, improve performance	Have students list how their actions now may affect their lives in 10, 20, 30, 40, and 50 yrs. from now. Have the students keep a daily log of their activities for a week and to describe the possible affects of each activity on their health.

OBJECTIVE	CONTENT	METHOD
	2. Prevent premature illness and death 3. Present a positive role model 4. Reduce medical and health insurance costs 5. Reduced absenteeism and turnover in the work force	Given simulation situations, discuss speculated effects of good versus poor health choices. Encourage students to make a personal goal and a goal for the class at the initial onset of class.
2.6 Describe how wellness can be present in our lives.	F. How - assume responsibility, decide, make a commitment, implement a plan, find motivators and a plan, change behavior	Brainstorm possible obstacles. Discuss what it would feel like to reach a goal. Later, discuss the effects these have on others. Have students locate articles or books on the topic individual health and how it affects the environment.
3.0 Discuss the importance of individual wellness. 3.1 List the affects that individual wellness has on the health of friends and family. 3.2 Describe how individual wellness affects the community. 3.3 List how wellness behaviors affect yourself.	III. Individual wellness importance A. Affects on family and friends B. Affects on community 1. Health trends - i.e., environment 2. Health policies 3. Health careers C. Affects on self	Illustrate a holistic effect by placing a drop of ink in water. Discuss how any situation such as an unwanted pregnancy or attempted suicide would affect family, friends, and has affected health education, health policies, job opportunity, and self. Brainstorm of how the students affect the environment in a healthful way.
4.0 Discuss factors that affect wellness. 4.1 List factors that affect optimal health.	IV. Factors affecting wellness A. Cleanliness - hair, skin, nails, teeth 1. Hair - shampoo, cut, style, clean brush 2. Skin - bathe, deodorant, clean underwear complexion care, foot care	Have students select a physical problems (i.e., acne,obesity) and discuss its effects on social and mental behavior.

OBJECTIVE	CONTENT	METHOD
4.2 Explain how positive habits of each factor affects physical, mental, spiritual, and/or social health.	3. Nails - clean, trimmed, filed 4. Teeth - daily brushing and floss, dental checkups, breath control	Ask a personnel department representative to speak to the class about the importance of good personal hygiene and appearance. Invite a dental hygienist to speak.
4.3 List the essentials of cleanliness. 4.4 Describe good body posture. 4.5 State the reasons why adequate sleep is necessary.	B. Body posture - definition, positive habits and wellness 1. Shoulders and head erect 2. Chest high 3. Abdomen in 4. Equal body weight on feet C. Sleep - definition, positive habits and wellness	Have students discuss their reaction to people with body odor, foot odor, bad breath, etc. as opposed to reactions to people who smell clean and have an upright posture. Have students discuss their behavior when they have not slept or are tired but cannot go to sleep. Relate this to patients with pain or insomniacs.
4.6 Discuss why good nutrition is essential. A. Name the functions of food.	D. Nutrition - definition, positive habits and wellness 1. Functions of food a. Heat b. Growth c. Repair d. Regulate	Filmstrip/tape, Guidance Associates, "Nutrition: Foods, Fads, Fraud, and Facts." Have students write a report on the consequences of poor nutrition. Discuss the effects of excess cholesterol.
B. Give reasons why good nutrition is essential.	2. Reasons for nutrition a. Promotes total health - look, feel, and act well b. Greater energy and vitality c. Builds resistance to illness d. Speeds healing e. Helps individual sleep better f. Better performance, less errors	Have students list the most important health factors in their lives. Discuss why some take a higher priority than others.

OBJECTIVE	CONTENT	METHOD
	g. Can prevent premature illness h. Better able to handle stress	
C. List healthful eating habits.	3. Healthy habits a. Three meals per day b. Eat breakfast c. Don't snack or healthy snacks d. Follow recommended daily servings from food groups e. Drink water f. Include fiber g. Avoid too much sugar, salt, alcohol h. Limit saturated fats and cholesterol i. Maintain ideal weight j. Eat a variety of foods	Have students make a poster that substitutes healthy snacks for unhealthy ones. Have students get menus from a variety of restaurants. Divide the class into groups. Each group tries to choose a nutritious meal from 2 or 3 menus. Compare results. Include menus from fast food restaurants.
D. List factors that can influence positive eating habits.	4. Influencing factors a. Family/friends b. Income c. Education d. Attitude - preferences e. Living alone f. Availability of food g. Religion/culture h. Time and activity i. Media	Discuss effects of malnutrition. Discuss world nutrition to include the factors that influence the food situation. Discuss various ethnic/religious cuisines. Have students research them and write papers.
E. Name the basic necessary nutrients. 1. State a source of food for each. 2. State the basic function of each.	5. Nutrients a. Protein - example, function b. Carbohydrates - example, function c. Fats - example, function d. Minerals - example, function e. Vitamins - example, function f. Water - function g. Cellulose	Have students make a nutritional notebook using pictures from magazines for example; brief written messages of the various functions. Have students graph their daily water, pop, and milk consumption for one week. Compare graphs and discuss.

OBJECTIVE	CONTENT	METHOD
F. Name the 4 basic food groups. 1. State the suggested daily servings of each for your age group.	6. Food groups a. Meat - 2 or more b. Bread and cereal - 4 or more c. Fruit and vegetable - 4 or more d. Milk and dairy - 4 or more	Have students list the foods eaten in the last 24 hours. Circle carbohydrates; underline fats; discuss the percentage of each. Write an essay on how their diet could be improved.
G. Discuss weight control. 1. State the relationship of caloric intake with energy expenditures and growth. 2. List factors that affect energy requirements.	7. Weight control a. Calorie/energy/growth relationship b. Energy consumption - Growth - Healing - Activity - Metabolism - Emotions - Climate - Pregnancy	Suggest that students make 2 goals for better nutrition. Film, National Dairy Council, "The Day The Milk Was Turned Off." Discuss the effects of lack of milk in the world. Invite a nutritionist to discuss a vegetarian diet with the class. Discuss worldwide or cultural eating habits.
3. Describe healthful and harmful ways to reduce percentage of body fat. 4. Describe healthful ways to gain weight. 5. List the risks associated with being overweight.	c. Reducing weight - Healthy ways - Harmful ways - fad diets, starvation d. Increasing weight e. Overweight risks - Premature death - Increased risk of colon, breast, and uterine cancer - Increased chance of high blood pressure, diabetes, heart attack, stroke, coronary artery disease - Limited activities	Have students calculate their ideal weight range. Have students assess salt content of a days diet. Discuss if healthful or not. Assess nutritional value of a fad diet in class.
6. Determine personal ideal weight span.	f. Ideal weight assessment	Have students assess their percentage of body weight.
H. Plan a menu that meets the minimal nutritional needs.	8. Menu planning a. Exchange system b. Food group system	Have students plan balanced meals for one week.

OBJECTIVE	CONTENT	METHOD
I. Assess personal nutrition status.	9. Assessment of nutritional status-- Fiber, sugar, salt, fats, cholesterol, calorie consumption	Have students design a plan of how their family might be able to reduce risk of cancer.
J. List 7 diet guidelines to lessen the chance of getting cancer.	10. Nutritional guidelines to lessen cancer risk a. Avoid obesity b. Decrease fat intake c. Eat high-fiber food d. Include vitamin A&C rich foods daily e. Include cruciferous vegetables f. Decrease salt, nitrate cured and smoked foods g. Avoid excessive use of alcohol	
K. Discuss the eating disorders anorexia nervosa and bulimia. 1. Describe the disorders. 2. List the symptoms of the disorders. 3. State the treatment of the disorders.	11. Eating disorders a. Anorexia nervosa - define, symptoms, treatment b. Bulimia - define, symptoms, treatment	Invite a person who suffers with an eating disorder to speak to the class.
4.7 Discuss why exercise is essential.	E. Exercise - definition, positive habits on wellness	Have students share the types of workouts they perform regularly.
A. List the benefits of exercise on mental, physical, and social health.	1. Benefits - look, feel, act better, lower blood pressure and cholesterol, reduce risk of coronary artery disease, reduce stress and overeating, more energy, improve self image, increase resistance to fatigue, counters anxiety and depression, burns off calories	Brainstorm for exercises that could be performed for each phase of an exercise program.
B. Describe the elements that an exercise program should include. 1. List 3 phases of an exercise program. 2. State the optional type of exercise for each phase.	2. Program - 3-5 times/wk., 15-60 min., at 60-90% maximum heart rate a. Warm-up: 5-15 min., longer for beginners; warms muscles, elevates metabolism, increases joint lubrication, tones, protects against injury;	Invite a physical therapist exercise physiologist, or sports medicine specialist to discuss a complete work-out, specific exercises, and safety precautions during

OBJECTIVE	CONTENT	METHOD
3. Name the duration of each phase. 4. State the general purpose of each phase.	flexibility and strength exercises; warm-up first then stretching exercises, stretching protects against injury before and after rigorous activity; static stretching	exercise. Visit various exercise facilities. Review various exercise programs that start slow and build gradually; i.e., walking, jogging, bicycling.
	b. Activity program: 20-60 min; shorter for beginners; enhances 0_2 to tissues, makes heart more efficient at rest; aerobic/strength exercises, steady and rhythmic exercise of large muscles in target heart rate, aerobic first, can alternate days, progression - increase duration before intensity, build gradually	Have students design their own fitness/exercise program according to fitness assessment and interests. Share plans with class.
	c. Cool down: 5-10 min., allows for gradual slow down, protects against injury; flexibility and walking	
5. Calculate target heart rate zone.	d. Target heart rate formula	
6. Determine pulse rates at rest and during exercise.	e. Pulse rate check - wrist and neck	
7. List aerobic forms of exercise.	f. Aerobic exercises - walking fast, jogging, skiing, stair climbing, swimming, aerobic dance, bicycling, rope skipping, circuit training	Invite an exercise specialist to do floor exercises properly and improperly for comparison of body mechanics.
8. List advantages and disadvantages of the various forms of exercise.	g. Advantages and disadvantages of various forms of exercising	
9. Discuss techniques (biomechanics) for the various forms of exercising.	h. Biomechanics of various forms of exercising	
C. Discuss safety for exercising.	3. Safety -	
1. List danger signs.	a. Preliminary health check if medical problems exist	
2. List 6 main causes of exercise injuries.	b. Know your body limitations	
	c. Build slowly - exercise moderately	
	d. Breath during exercises	
	e. Be aware of danger signs - dyspnea, loss of coordination, dizziness, tightness in chest, nausea	

OBJECTIVE	CONTENT	METHOD
	f. Follow safety rules g. Know the main causes of injury - poor flexibility, muscle imbalance, overtraining, structural problems, poor training methods, inadequate equipment	
D. Discuss physical fitness. 1. List 5 components of fitness. 2. List the advantage of fitness in each area. 3. Name exercises that enhance strength, endurance, flexibility and cardiovascular endurance. 4. List 4 types of fitness exercises. 5. State the benefit of each type of exercise. 6. Give an example of each type of exercise. 7. Describe 5 major factors that influence the effectiveness of exercise programs.	4. Physical fitness a. Five components - Muscular strength - Muscular endurance - Flexibility - Cardiovascular endurance - Body composition b. Four exercises - Isometric - Isotonic - Isokenetic - Aerobic exercise c. Effectiveness factors - Intensity - sets and reps, 60%-90% max. heart rate - Duration - 15-60 min. - Frequency - 3-5 times/wk. - Mode - aerobic - Progression - interaction	Filmstrip: "Fit to be You," or "The Psysiology of Exercise." Discuss the benefits of being physically fit. Discuss how principles of fitness apply to various body systems.
E. Describe various preliminary tests to assess lifestyle and physical fitness. 1. Compare various health screening methods. 2. Compare fitness testing methods.	5. Preliminary testing a. Health screening - Health Risk Appraisal - Lifestyle Assessment Questionnaire - Health history - PAR-Q - CAD Risk Factor Assessment - Physical Activity Profile - Physical Examination	Film, "The Wellness Revolution." Have students assess their lifestyle, using one or more assessment tests. Discuss lifesytle practices for maintaining good health in general terms.

OBJECTIVE	CONTENT	METHOD
3. Assess your lifestyle to include fitness level.	b. Physical fitness testing - AAHPERD (for youth): > Cardiovascular function: distance run > Body composition: skinfold tests > Flexibility: Sit & reach > Abdominal strength: sit-ups - Muscular strength: isometric and isotonic tests - Muscular endurance: sit-up, push-up, chin-up - Body composition: anthropometric, circumferential, skin fold tests - Cardiopulmonary tests: step test, bicycle ergometer and treadmills	Have student evaluate their physical fitness using AAHPERD tests.
F. List methods of motivation for physical fitness.	6. Motivation a. Ask for support b. Find leadership if necessary c. Personalized plan to include variety d. Reinforcement and goal setting	
G. Compile a workout program according to the interests and needs of an individual.	7. Workout program a. Assess needs, interests, and fitness level b. Workout program: warm-up, aerobic and strength, cool down c. Determine support and motivators d. Set goals e. Plan evaluation	Film, "Total Fitness in 30 Minutes a Week." Have the class compare and evaluate the various workout programs developed. Build onto previous exercise program developed for class or create a new one.
4.8 Discuss the effects of stress on wellness. A. Differentiate between positive and negative stress.	F. Stress - definition, positive habits effects on wellness 1. Good and bad stress	Have students identify personal stressful situations and describe their symptoms. Discuss which aspect of health was affected.
B. Describe 3 stages of stress.	2. Three stages a. Alarm - fight or flight	Show "Managing Stress." "Stress." Hold discussions.

OBJECTIVE	CONTENT	METHOD
	b. Resistance - restore balance c. Exhaustion - susceptible to illness	Have students relate personal experiences to the 3 stages of stress.
C. List stress related diseases.	3. Stress related diseases	
D. Differentiate between personality types as they relate to stress.	4. Personality types - A & B	Discuss different sources of stress in various life stages (youth-adult).
E. List individual traits that affect reactions to stress.	5. Individual traits - sleep, caffeine, etc.	Divide in groups. Have each group identify stressors for a particular wellness area; i.e., physical, social, biological, etc.
F. List indicators of stress.	6. Indicators	
G. Identify sources of stress.	7. Sources - physical, social, biological changes, occupational, behavior and lifestyle	Make a worksheet of stressful situations where desirable or undesirable methods of coping were used by the affected individual. Address the effects on wellness of the various coping techniques.
H. Describe various stress responses.	8. Responses	
I. List desirable and undesirable methods of coping with stress. 1. Practice various relaxation techniques. 2. List causes of suicide. 3. Identify possible signs of suicide. 4. State helpful action for a possible suicide situation.	9. Methods of coping a. Desirable b. Undesirable c. Relaxation techniques d. Suicide - causes, possible signs, helpful action	Have students research a technique of relaxation and report. Compare techniques. Try a relaxation technique in class. Discuss their reactions.
J. Compare stress assessment tests. 1. Identify personal level of stress.	10. Assessment tests a. Social readjustment rating scale b. Stress quizzes	Have students evaluate their own level of stress using a stress evaluation test.

OBJECTIVE	CONTENT	METHOD
K. Create a plan to reduce a personal stress.	11. Stress reduction plan	Compare class' plans.
4.9 Discuss the effects of safety on wellness.	G. Safety	Discuss the major causes of fatality among teenagers. Have students prepare projects on suicide, head and spinal trauma, and illness and their implications for teenagers.
A. List preventative actions to reduce the risk of crime.	1. Crime reduction actions	
B. Describe potential actions in the event of a rape.	2. Rape	List presumptions about rape. Discuss teenage feelings about rape. Discuss how media reinforces rape.
1. List preventative measures.	a. Preventative measures	
2. List possible actions in the event of attempted rape.	b. Possible actions during attempted rape.	
3. List actions after the situation of rape.	c. Post rape procedures	
C. Discuss accident prevention.	3. Accidents	Discuss why people may not make safe choices for safety.
1. State major causes of accidents.	a. Major causes - stress, age, substance abuse, time, illness	
2. Name safety measures for vehicles.	b. Vehicle safety - self, manufacturer	Have students list the effects of unsafe practices on themselves and on others.
3. List all terrain vehicle safety tips.	c. ATV safety	
4. Describe bicycle safety.	d. Bicycle safety	
D. Discuss water safety.	4. Water safety	
1. List swimming safety measures.	a. Swimming/diving	
2. List boating/canoeing safety tips.	b. Boating/canoeing	
3. List rescue procedures.	c. Rescue procedures	
E. Discuss fire safety procedures.	5. Fires	Brainstorm for major causes of fires. Discuss fire escape routes in motels, highrise buildings, and basements.
1. List preventative measures for fires.	a. Preventative measures	
2. Describe what to do in the event of a fire.	b. Fire safety	
3. Compile a fire plan for your personal dwelling.	c. Fire plan	

OBJECTIVE	CONTENT	METHOD
4.10 Discuss the effects of smoking on wellness.	H. Smoking	Show pictures from American Cancer Society showing normal and smokers' lungs.
A. List the effects of smoking.	1. Effects a. Physical b. Economic c. Social d. Mental e. Environmental	Have students make a presentation for young children on the hazards of smoking.
B. List reasons why people smoke.	2. Reasons why people smoke	Discuss reasons why people smoke - why they don't quit even though they feel the ill effects of smoking.
C. List methods to stop smoking.	3. Methods to stop smoking.	Discuss the disadvantages of starting a bad habit such as smoking.
4.11 Discuss the effects of alcohol on wellness.	I. Alcohol	Invite a representative from the local police department to speak on blood alcohol level testing, the most common age group tested, and the number of tests done/month, etc.
A. List the effects of drinking excessively.	1. Effects of excessive drinking a. Physical b. Mental c. Social d. Economic e. Environmental	Have students determine for their weight how many drinks it would take to be legally intoxicated.
B. Describe how to assess if a person has a problem with alcohol.	2. Alcoholic assessment	Discuss influences that can lead a person to drink or not to drink.
C. List methods to help control alcoholic abuse.	3. Preventative measures	Have member of AA speak to the class on the definition and effects of alcoholism on one's lifestyle.

OBJECTIVE	CONTENT	METHOD
D. Describe factors that determine the effects of alcohol.	4. Factors that determine effects of alcohol a. Amount b. Rate consumed c. Absorption rate d. Oxidation rate e. Physical condition f. Expectations g. Mood and setting h. Tolerance	Discuss teenage statistics and alcohol. Have students develop posters for abstinence or moderate use of alcohol.
E. Describe ways to respond to an alcoholic.	5. Responding to an alcoholic	
F. Compare alcoholic content of types of alcohol.	6. Alcoholic content - proof	
4.12 Discuss the effects of drugs on wellness. A. List the effects of drug usage.	J. Drugs 1. Effects a. Physical b. Mental c. Social d. Economic e. Environmental	Have a volunteer from an area drug crisis hotline to speak to the class. Have students develop posters pro anti-drug abuse for elementary students. Discuss reasons for drug use and abuse and identify possible solutions to avoid abuse.
B. Describe 4 classes of controlled drugs. 1. List common examples of each class.	2. Four classes a. Stimulants b. Depressants c. Narcotics d. Hallucinogens	Discuss various ways of saying no to drugs or discouraging friends from using them. Brainstorm why adolescents use drugs.
C. Describe how various drugs are used.	3. How used a. Ingested b. Injected c. Inhaled	
D. Differentiate between drug misuse, abuse, dependency, and responsible use of drugs.	4. Differentiate a. Misuse b. Abuse	

OBJECTIVE	CONTENT	METHOD
	c. Dependency d. Responsible use	
E. Describe methods of drug abuse prevention.	5. Prevention of abuse a. Family b. Friends c. Law d. Choice of lifestyle	
4.13 Discuss the effects of sexuality on wellness. A. List the effects of sexuality.	K. Sexuality 1. Effects a. Physical b. Mental c. Social d. Economic e. Environmental	Have students list factors that might influence their feelings about sexuality. Discuss differences between infatuation and love. Discuss what kinds of situations may become emotional and make adolescents vulnerable to physical intimacy.
B. Describe healthful sexuality. 1. Differentiate between sex role and sexual orientation. 2. Discuss responsible dating.	2. Healthful sexuality a. Sex role b. Sexual orientation c. Responsible dating decisions	Have students design posters on the symptoms, treatment, and a complication of one or more STDs.
C. Describe sexually transmitted diseases (STD).	3. Sexually transmitted disease (STDs)	
1. List common diseases.	a. Most common diseases - gonorrhea, syphilis, herpes, trichomoniasis, nongonococcal urethritis, moniliasis, genital warts, pediculosis	Filmstrip/tape, Walt Disney film, "AIDS, Part I & II."
2. State the method of transfer of STDs.	b. Method of transfer	Discuss the impact of a family members having AIDS.
3. Name the symptoms of the most common STDs.	c. Symptoms	Have students make a fact sheet about STDs.
4. Identify treatments of STDs.	d. Treatment	
5. Identify complication of the various STDs.	e. Complications	
D. List preventative methods of controlling or preventing the spread of STDs.	4. Preventative measures of STDs	
E. List preventative measures of pregnancy.	5. Pregnancy preventative measures	

OBJECTIVE	CONTENT	METHOD
4.14 Discuss the effects of violence on wellness.	L. Abuse or violence	Have students create situations of each type of abuse. Discuss what could be done about each situation.
A. List the effects of abuse.	1. Effects on wellness a. Physical b. Mental c. Social d. Economic e. Environmental	Brainstorm for local help groups for various forms of abuse.
B. List various forms of violence.	2. Forms a. Physical b. Emotional c. Neglect (children or dependent adult) d. Sexual - rape, incest	Have students state what they would do if presented with various abuse situations in their own lives.
C. Describe treatment for abusers and victims of violence.	3. Treatment	List possible causes of abuse.
D. Describe methods of prevention.	4. Methods of prevention a. Counseling b. Agencies, organizations, hotlines c. Victim actions	List possible feelings of an abused person. List possible feelings of an abuser.
4.15 Discuss the effects of environmental health on wellness.	M. Environment	
A. List the effects of environmental health.	1. Effects a. Physical b. Mental c. Social d. Economic e. Environmental	Discuss pros and cons of public health laws on public smoking, seat belts, and motorcycle helmets. Discuss the origination of these laws.
B. Identify major types of pollutants.	2. Major types of pollutants a. Air b. Water c. Hazardous wastes d. Solid wastes e. Pesticides f. Lead, mercury, asbestos g. Radiation h. Noise	List some personal habits that contribute to environmental pollution. Brainstorm for long term effects of current pullution. Have students participate in a volunteer project to improve the community environment. Discuss the effects of pollutants on future generations.

OBJECTIVE	CONTENT	METHOD
C. Describe hazards to the environment. 1. State the damaging effects of hazards on the environment. 2. List preventative or controlling measures.	3. Hazards a. Damaging effects b. Preventative/controlling measures	Discuss student feelings on lawn weed control, organic farming and pesticides.
D. Discuss barriers that inhibit persons with disabilities from fully accessing the community.	4. Physical barriers to the handicapped	Have students spend a day at home and at school, in a wheelchair, or with their arm in a sling. Discuss their feelings.
5.0 Discuss agencies, organizations and programs that are involved in the promotion and maintenance of wellness. 5.1 Identify resources to locate organizations, agencies, and programs.	V. Agencies, organizations, and programs A. Resources 1. Location a. Media b. People c. Organizations d. Libraries	Have students write letters to various agencies, organizations, or programs asking them what their current area of interest is for promoting health.
5.2 Identify agencies, organizations, and programs at the local, district, state, national and international levels.	2. Levels a. Local b. District c. State d. National e. International	Given specific problem situations, have students refer to organizations, programs or agencies which might be able to help.
5.3 Differentiate between various types of wellness programs within the community and industry.	B. Wellness programs 1. Aerobics 2. Health clubs 3. Weight clinics 4. Employee assistance programs (EAP) 5. Back clinics 6. Cardiac rehabilitation 7. Health promotion 8. Fitness 9. Wellness 10. Counseling 11. Strength training	Visit with personnel from various wellness program. Visit facilities, if available. Discuss which programs teenagers would most likely be involved with.

OBJECTIVE	CONTENT	METHOD
	12. Aquatics 13. Stress management 14. Smoking cessation	
6.0 Define related terminology of wellness units.	VI. Terminology A. Unit lists	Create terminology crossword puzzles.
7.0 Develop a strategy to implement a change of lifestyle. 7.1 Discuss various steps to implement a change of lifestyle.	VII. Plan to change lifestyle A. Strategy 1. Education of topic of concern 2. Assessment of lifestyle in area of concern 3. Take responsibility of own life 4. Make a choice to change - yes/no 5. Set goals 6. Develop a plan of action 7. Decide on motivators 8. Implement the plan 9. Evaluations - feedback and reinforcement	Have students make goals and implement a plan for each. Discuss plans in class. Survey the class to see if any students have started to change any aspect of their lifestyle. Discuss why a change of lifestyle is necessary.

Health Promotion and Wellness

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Ethical a[illegible] Legal Aspects of Health Care

Overview: The emphasis for this unit is placed on both the legal and the ethical considerations and terminology for use in various health careers. The importance of interpersonal relationships as well as personal health, hygiene, and appearance is also introduced.

OBJECTIVE	CONTENT	METHOD
At the completion of this unit, the student will: 1.0 State the general goal and objectives of the course.	I. Introduction A. Course goals B. Course objectives C. Method D. Evaluation	Lecture/discussion. Reading assignments; see reference list. Preface the unit with presentation and discussion of legal/ethical situations.
2.0 Discuss ethical behavior and responsibilities of health personnel. 2.1 Define ethics. 2.2 Define a code of ethics. 2.3 Describe responsibilities of health workers. 2.4 State the importance of ethical behavior. 2.5 Apply the guidelines of ethical conduct in health related situations.	II. Ethical responsibilities of a health worker A. Definition B. Code of ethics--professional standards C. Responsibilities 1. Qualities of a health worker 2. Moral responsibilities 3. Responsibilities as an employee D. Importance E. Situations	Compare various codes of ethics. Refer to Iowa State Department of Health Rules and Regulations. Invite a hospital administrator, lawyer, physician. Have students collect newspaper and magazine articles regarding legal and ethical problems or suits. Discuss the implications in class.
3.0 Discuss legal responsibilities of health personnel. 3.1 Differentiate between criminal and civil law. 3.2 Differentiate between a crime and felony. 3.3 List common torts associated with health care. 3.4 List common negligence acts. 3.5 Describe liability in health professions. A. Define informed consent. B. Define standard of care.	III. Legal responsibilities A. Criminal law 1. Crime 2. Felony B. Civil law 1. Torts a. Malpractice b. Negligence - Common negligence acts c. Liable - Informed consent - Standard of care - Prevention of suits	Invite a lawyer to speak to the class. Check physician, hospital, nurse, and other's liability insurance rates for your area. Discuss student's personal experiences as health clients.

OBJECTIVE	CONTENT	METHOD
C. List possible actions to prevent liability suits. D. Explain factors of an accident report. E. Explain factors of an emergency plan. F. Discuss liability insurance coverage. G. Discuss Good Samaritan Laws	- Accident reports - Emergency plans - Insurance coverage - Good Samaritan Laws (vary from state to state)	Handout: "Iowa Good Samaritan Law".
3.6 Differentiate between the two types of defamation.	d. Defamation - Libel - Slander	
3.7 Differentiate between assault and battery.	e. Assault and battery	
3.8 Differentiate between confidentialilty and privileged communication.	f. False imprisonment g. Invasion of privacy	
3.9 Give an example of each type of tort.	h. Confidentiality i. Privileged communication j. Reasonable care	Correlate confidentiality to confidentiality of student records.
3.10 Describe the rights of the individual under law. A. Determine how these rights might be violated.	C. Patient's bill of rights 1. Violations	
3.11 Describe licensure, registration, and credentialing of health occupations. A. State the purpose of licensure, certification, and a diploma. B. Differentiate between licensure, registration, certification, and a diploma.	D. Licensure and credentials 1. Purpose 2. Licensure, registration, certification, diploma 3. Continuing education a. Purpose b. Forms	Provide examples of each: licensed, registered, certified, diploma careers.
3.12 Describe the personnel who can perform various services. A. Discuss health care personnel.	E. Personnel services 1. Health care a. Who may request services b. Who may administer services c. Who may interpret results d. Who may have custody of records	

OBJECTIVE	CONTENT	METHOD
B. Discuss wellness personnel.	2. Wellness a. Who may administer services b. Who may interpret results	
3.13 Describe how contract laws affect health care.	F. Contractual agreements	
3.14 Identify legal and illegal conduct in health related situations.		
3.15 Differentiate between ethical and legal situations.	G. Situations	
4.0 Discuss interpersonal relationships for health personnel.	IV. Relationships/communication A. Peers	Role playing.
4.1 Describe various skills that are necessary for positive relationships.	B. Physicians c. Patients/clients d. Patient's family	
5.0 Discuss the importance of personal health, hygiene, and appearance for health personnel.	V. Health, hygiene, appearance	Review Iowa Code policies. Review employee policies.
6.0 Define terminology related to this unit.	VI. Related terminology list.	

Ethical and Legal Aspects of Health Care

Reference List

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NURSE AIDE PROGRAM

COMPETENCIES

HEALTH OCCUPATIONS PROGRAM

NURSE AIDE
Model 1

Secondary

NURSE AIDE: LONG TERM CARE

HOSPITAL AIDE

REHABILITATION CARE

Post-Secondary

PN/ADN NURSING

OCCUPATIONAL THERAPIST ASSISTANT

PHYSICAL THERAPIST ASSISTANT

HEALTH OCCUPATIONS COMPETENCIES

Nurse Aide: Long Term Care
Model 1

Health Care Delivery System	Nurse Aide	Hospital Aide	Rehab Care
1. Describes various types of care facilites.	X*		X
2. Differentiates between various types of health care facilities and their administrative structure.	X*		X
3. Identifies the relationship between various governmental and private agencies that provide guidelines for resident/patient care.	X*		
4. Identifies roles of various health care personnel within facilities especially the role of the nurse aide.	X*		
5. Compares the organization of acute care with long term care.		X*	
6. Compares the health professionals role in acute care setting with their role in long term care.		X*	

Health Promotion and Wellness	Nurse Aide	Hospital Aide	Rehab Care
1. Identify basic human emotional needs.	X		X
2. Encourage resident/patients to be as independent as possible.	X		
3. Identify basic changes in normal growth and development and apply in care situations.	X		

HEALTH OCCUPATIONS COMPETENCIES

Nurse Aide: Long Term Care
Model 1

Health Promotion and Wellness	Nurse Aide	Hospital Aide	Rehab Care
4. Identify ways of meeting emotional needs of the resident.	X		X
5. Explain losses which may accompany aging.	X		
6. Identify spiritual needs of resident/ patient.	X		
7. Investigates the human growth and develoment need of infants, children and adults.		X*	
Ethical/Legal			
1. Demonstrate responsibility concerning resident/patient's rights.	X		X
2. Practice confidentiality.	X		X
3. Apply ethical practices.	X		X
4. Follow institutional policies.	X		X
5. Identifies legal responsibilities of the nurse aide in acute care, including living wills and durable power of attorney.		X*	
Safety			
1. Use correct hand-washing techniques.	X		X
2. Follow proper infection control techniques.	X		X

HEALTH OCCUPATIONS COMPETENCIES

Nurse Aide: Long Term Care
Model 1

Safety	Nurse Aide	Hospital Aide	Rehab Care
3. Position resident/patient's call signal within reach.	X		X
4. Use correct body mechanics.	X		X
5. Maintain a clean, safe environment.	X		X
6. Restrain effectively or safely a resident/ patient.	X		X
7. Follow emergency procedures for fire and other disasters.	X		X
8. Uses CDC guidelines (universal precautions) in providing care.	X*		X
9. Uses CDC guidelines (universal precautions) in proving care to patient in isolation.		X*	
Communication			
1. Communicate effectively with resident, health facility staff and resident/ patient's family/visitors.	X		X
2. Use effectively the intercom and telephone.		X	
3. Record procedures accurately.	X		
4. Follow directions.	X		
5. Participate in a discussion.	X		

HEALTH OCCUPATIONS COMPETENCIES

Nurse Aide: Long Term Care
Model 1

Communication	Nurse Aide	Hospital Aide	Rehab Care
6. Listen effectively.	X		
7. Use correct medical terminology and abbreviations.	X		
8. Record and report pertinent observations related to resident/patient treatment, procedures and conditions.	X		
9. Record procedure accurately.	X		
10. Greet resident/pt by name or by title.	X		X
11. Report/record intake/output.	X		
12. Obtain appropriate patient information from nursing supervisor.		X*	
13. Explains the nurse aide's role in using the nursing care plan in acute care.		X*	
Interactions			
1. Uses the philosophy of restorative/ rehabilitation when providing care.	X*		X
2. Identifies the physical/social/emotional changes that occur in elderly and chronically ill.	X*		
3. Identifies the special needs of residents/ patients with disabilities, including physical problems, mental illness, mental retardation, and dementias.	X*		

HEALTH OCCUPATIONS COMPETENCIES

Nurse Aide: Long Term Care
Model 1

Interactions	Nurse Aide	Hospital Aide	Rehab Care
4. Differentiates between the care needs of acutely and chronically ill.		X*	
5. Provide for resident/patient's privacy.	X*		X
6. Identify ways to ease the impact of losses.	X		X
7. Practice reality orientation/validation therapy with confused and/or forgetful residents/patients.	X		
Emergency Services			
1. Provides emergency care for choking resident/patient.	X*		
2. Complete certification in Basic Cardiac Life Support - Module C		X	
Personal Hygiene			
1. Make unoccupied bed.	X		
2. Make occupied bed.	X		
3. Assist resident/patient with adaptive appliances.	X		X
4. Assist resident/patient in dressing and undressing.	X		

HEALTH OCCUPATIONS COMPETENCIES

Nurse Aide: Long Term Care
Model 1

Personal Hygiene	Nurse Aide	Hospital Aide	Rehab Care
5. Assist resident/patient with hair care.	X		
6. Assist with or shave resident/patient.	X		
7. Identify and apply care for resident/patient's fingernails and toenails.	X		
8. Perform a resident/patient back-rub.	X		
9. Bathe resident/patient or assist with bathing.	X		
10. Perform perineal care.	X		
11. Perform or assist with oral hygiene including mouth and denture care.	X		
12. Assist resident/patient with nutritional needs.	X		
13. Apply sensory aid devices.	X		
14. Apply appropriate skin care to resident.		X	
15. Assists patients in acute care to follow dietary orders.		X*	

Special Procedures

Special Procedures Related to Admission, Transfer, Dischaarge

1. Assist licensed nurse with unit admitting procedures.		X	

HEALTH OCCUPATIONS COMPETENCIES

Nurse Aide: Long Term Care
Model 1

Special Procedures Related to Admission, Transfer, Discharge	Nurse Aide	Hospital Aide	Rehab Care
2. Assist licensed nurse with unit discharge procedures.		X	
3. Assist licensed nurse with unit transfer procedures.		X	
4. Record personal property inventory.		X	
Special Procedures Related to Hygiene			
1. Apply anti-embolism elastic stockings.		X	
Special Procedures Related to Mobiliy/Immobility			
1. Assist resident/patient in standing.	X		X
2. Position resident/patient in correct body alignment.	X		X
3. Use techniques which help prevent pressure sores.	X		X
4. Direct active range of motion exercises.	X		X
5. Assist resident in walker use.	X		X
6. Assist resident in walking.	X		X
7. Perform passive range of motion exercises.	X		X

HEALTH OCCUPATIONS COMPETENCIES

Nurse Aide: Long Term Care
Model 1

Special Procedures Related to Mobility/ Immobility	Nurse Aide	Hospital Aide	Rehab Care
8. Transfer resident/patient using assistance.	X		X
9. Transport resident/patient by proper equipment.	X		X
Special Procedures Related to Elimination			
1. Assists resident/patient with bladder/ bowel training.	X*		
2. Assist resident/patient with elimination needs.	X		
3. Observe and maintain closed urinary drainage system.	X		
4. Prepare and give enema.	X		
5. Demonstrate care for incontinent resident.	X		
Special Procedures Related to Specimen Collection			
1. Collect urine and feces specimens as instructed.	X		
Special Procedures Related to Diagnostic Testing			
1. Measure and record temperature, pulse, respiration and blood pressure.	X		

HEALTH OCCUPATIONS COMPETENCIES

Nurse Aide: Long Term Care
Model 1

Special Procedures Related to Diagnostic Testing	Nurse Aide	Hospital Aide	Rehab Care
2. Measure and record weight.	X		
(3. Test urine for glucose and ketones.	X)		
Special Procedures Related to Hot and Cold			
1. Assist with local applications of warmth and cold.	X		
Special Procedures - Miscellaneous			
1. Assists licensed nurse with unit pre and post operative care.		X*	
2. Provides care for acutely ill patients.		X*	
3. Provides care for children and new mothers.		X*	
4. Identify five steps of approaching death or reactions to approaching death.	X		
5. Explain procedures for post-mortem care.	X		
6. Identify the physical signs of approaching death.	X		
7. Demonstrate physical measures for the dying resident/ patient.	X		

HEALTH OCCUPATIONS COMPETENCIES

Nurse Aide: Long Term Care
Model 1

Leadership Competencies	Nurse Aide	Hospital Aide	Rehab Care
1. Follow directions.	X	X	X
2. Participate in a discussion.	X	X	X
3. Utilize time effectively.	X	X	X
4. Prioritize series of tasks.	X	X	X
5. Define goals.	X	X	X
6. Work effectively with others.	X	X	X
7. Listen effectively.	X	X	X
8. Facilitate group interaction.	X		
9. Recognize conflict situations.	X		
10. Adapt to environment/situation.	X		
11. Speak efficiently in front of others.		X	
Job Getting, Job Keeping Competencies			
1. Identify requirements for a job.	X	X	X
2. Complete required forms.	X	X	X
3. Write application letter.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

Nurse Aide: Long Term Care
Model 1

Job Getting, Job Keeping Competencies	Nurse Aide	Hospital Aide	Rehab Care
4. Evaluate job offer.	X	X	X
5. Interact with others in a courteous and tactful manner.	X	X	X
6. Cooperate with others.	X	X	X
7. Accept individual differences.	X	X	X
8. Respect the property of others.	X	X	X
9. Organize thoughts and clearly express point of view.	X	X	X
10. Organize thoughts and writes clearly.			
11. Exhibit dependability.			
12. Demonstrate punctuality.	X	X	X
13. Ask for help when needed.	X	X	X
14. Accept new challenges.	X	X	X
15. Accept supervision willingly.	X	X	X
16. Discuss the necessity of flexibility related to change.	X	X	X
17. Manage time effectively.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

Nurse Aide: Long Term Care
Model 1

Job Getting, Job Keeping Competencies	Nurse Aide	Hospital Aide	Rehab Care
18. Follow rules and regulations.	X	X	X
19. Produce quality work.	X	X	X
20. Work within guidelines.	X	X	X
21. Take responsibility for mistakes and/or good work.	X	X	X
22. Comply with safety and health rules.	X	X	X
23. Utilize equipment correctly.	X	X	X
24. Maintain clean and orderly work area.	X	X	X
25. Demonstrate personal hygiene and cleanliness.	X	X	X
26. Adapt to change/demonstrates flexibility.	X	X	X
27. Follow policies and procedures.	X	X	X
28. Explain the purpose of performance evaluations.	X	X	X
Entrepreneurship Competencies			
1. Explain types of health care business organizations.	X	X	X
2. Recognize relevant, legal and ethical issues in the health care industry.	X	X	X

HEALTH OCCUPATIONS PROGRAM

NURSE AIDE
Model 2

Secondary

DIRECT PATIENT CARE

LONG TERM CARE (CLINICAL)

ACUTE CARE (CLINICAL)

Post-Secondary

ANY HEALTH OCCUPATIONS PROGRAM WITH CLIENTS

NURSING

HEALTH OCCUPATIONS COMPETENCIES

Nurse Aide
Model 2

	Direct Pt Care	Long Term Care (clinical)	Hospital Aide (clinical)
Health Care Delivery System			
1. Describes various types of care facilites.	X*		
2. Differentiates between various types of health care facilities and their administrative structure.	X*		
3. Identifies the relationship between various governmental and private agencies that provide guidelines for resident/patient care.			
4. Identifies roles of various health care personnel within facilities especially the role of the nurse aide.	X*		
5. Compares the organization of acute care with long term care.			X*
6. Compares the health professionals role in acute care setting with their role in long term care.			X*
Health Promotion and Wellness			
1. Identify basic human emotional needs.	X		
2. Encourage resident/patients to be as independent as possible	X		
3. Identify basic changes in normal growth and development and apply in care situations.	X		

HEALTH OCCUPATIONS COMPETENCIES

Nurse Aide
Model 2

Health Promotion and Wellness	Direct Pt Care	Long Term Care (clinical)	Hospital Aide (clinical)
4. Identify ways of meeting emotional needs of the resident.	X		
5. Explain losses which may accompany aging.	X		
6. Identify spiritual needs of resident/ patient.	X		
7. Investigates the human growth and develoment need of infants, children and adults.			X*
Ethical/Legal			
1. Demonstrate responsibility concerning resident/patient's rights.		X	X
2. Practice confidentiality.		X	X
3. Apply ethical practices.		X	X
4. Follow institutional policies.		X	X
5. Identifies legal responsibilities of the nurse aide in acute care, including living wills and durable power of attorney.			X*
Safety			
1. Use correct hand-washing techniques.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

Nurse Aide
Model 2

Safety	Direct Pt Care	Long Term Care (clinical)	Hospital Aide (clinical)
2. Follow proper infection control techniques.	X	X	X
3. Position resident/patient's call signal within reach.		X	X
4. Use correct body mechanics.	X	X	X
5. Maintain a clean, safe environment.	X	X	X
6. Restrain effectively or safely a resident/ patient.		X	X
7. Follow emergency procedures for fire and other disasters.		X	X
8. Uses CDC guidelines (universal precautions) in providing care.	X	X*	X*
9. Uses CDC guidelines (universal precautions) in proving care to patient in isolation.			X*
Communication			
1. Communicate effectively with resident, health facility staff and resident/ patient's family/visitors.		X	X
2. Use effectively the intercom and telephone.	X		X
3. Record procedures accurately.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

Nurse Aide
Model 2

Communication	Direct Pt Care	Long Term Care (clinical)	Hospital Aide (clinical)
4. Follow directions.	X	X	X
5. Participate in a discussion.	X	X	X
6. Listen effectively.	X	X	X
7. Use correct medical terminology and abbreviations.	X	X	X
8. Record and report pertinent observations related to resident/patient treatment, procedures and conditions.		X	X
9. Record procedure accurately.	X	X	X
10. Greet resident/pt by name or by title.		X	X
11. Report/record intake/output.		X	
12. Obtain appropriate patient information from nursing supervisor.			X*
13. Explains the nurse aide's role in using the nursing care plan in acute care.			X*
Interactions			
1. Uses the philosophy of restorative/rehabilitation when providing care.		X*	X*

HEALTH OCCUPATIONS COMPETENCIES

Nurse Aide
Model 2

Interactions	Direct Pt Care	Long Term Care (clinical)	Hospital Aide (clinical)
2. Identifies the physical/social/emotional changes that occur in elderly and chronically ill.	X*	X*	X*
3. Identifies the special needs of residents/ patients with disabilities, including physical problems, mental illness, mental retardation, and dementias.		X*	X*
4. Differentiates between the care needs of acutely and chronically ill.			X*
5. Provide for resident/patient's privacy.		X*	X*
6. Identify ways to ease the impact of losses.		X	
7. Practice reality orientation/validation therapy with confused and/or forgetful residents/patients.		X	
Emergency Services			
1. Provides emergency care for choking resident/patient.		X*	
2. Complete certification in Basic Cardiac Life Support - Module C			X
Personal Hygiene			
1. Make unoccupied bed.	X	X	

HEALTH OCCUPATIONS COMPETENCIES

Nurse Aide
Model 2

Personal Hygiene	Direct Pt Care	Long Term Care (clinical)	Hospital Aide (clinical)
2. Make occupied bed.	X	X	
3. Assist resident/patient with adaptive appliances.	X	X	X
4. Assist resident/patient in dressing and undressing.	X	X	X
5. Assist resident/patient with hair care.	X	X	X
6. Assist with or shave resident/patient.	X	X	X
7. Identify and apply care for resident/patient's fingernails and toenails.	X	X	X
8. Perform a resident/patient back-rub.	X	X	X
9. Bathe resident/patient or assist with bathing.	X	X	X
10. Perform perineal care.	X	X	X
11. Perform or assist with oral hygiene including mouth and denture care.	X	X	X
12. Assist resident/patient with nutritional needs.	X	X	X
13. Apply sensory aid devices.	X	X	X
14. Apply appropriate skin care to resident.			X

HEALTH OCCUPATIONS COMPETENCIES

Nurse Aide
Model 2

Personal Hygiene	Direct Pt Care	Long Term Care (clinical)	Hospital Aide (clinical)
15. Assists patients in acute care to follow dietary orders.			X*
Special Procedures			
Special Procedures Related to Admission, Transfer, Discharge			
1. Assist licensed nurse with unit admitting procedures.			X
2. Assist licensed nurse with unit discharge procedures.			X
3. Assist licensed nurse with unit transfer procedures.			X
4. Record personal property inventory.			X
Special Procedures Related to Hygiene			
1. Apply anti-embolism elastic stockings.			X
Special Procedures Related to Mobiliy/Immobility			
1. Assist resident/patient in standing.	X	X	X
2. Position resident/patient in correct body alignment.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

Nurse Aide
Model 2

Special Procedures Related to Mobility/ Immobility	Direct Pt Care	Long Term Care (clinical)	Hospital Aide (clinical)
3. Use techniques which help prevent pressure sores.	X	X	X
4. Direct active range of motion exercises.	X	X	X
5. Assist resident in walker use.	X	X	X
6. Assist resident in walking.	X	X	X
7. Perform passive range of motion exercises.	X	X	X
8. Transfer resident/patient using assistance.	X	X	X
9. Transport resident/patient by proper equipment.	X	X	X
Special Procedures Related to Elimination			
1. Assists resident/patient with bladder/ bowel training.		X*	
2. Assist resident/patient with elimination needs.		X	
3. Observe and maintain closed urinary drainage system.		X	
4. Prepare and give enema.		X	
5. Demonstrate care for incontinent resident.		X	

HEALTH OCCUPATIONS COMPETENCIES

Nurse Aide
Model 2

Special Procedures Related to Specimen Collection	Direct Pt Care	Long Term Care (clinical)	Hospital Aide (clinical)
1. Collect urine and feces specimens as instructed.		X	
Special Procedures Related to Diagnostic Testing			
1. Measure and record temperature, pulse, respiration and blood pressure.	X	X	
2. Measure and record weight.	X	X	
(3. Test urine for glucose and ketones.			
Special Procedures Related to Hot and Cold			
1. Assist with local applications of warmth and cold.			
Special Procedures - Miscellaneous			
1. Assists licensed nurse with unit pre and post operative care.			X*
2. Provides care for acutely ill patients.			X*
3. Provides care for children and new mothers.			X*
4. Identify five steps of approaching death or reactions to approaching death.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

Nurse Aide
Model 2

Special Procedures - Miscellaneous	Direct Pt Care	Long Term Care (clinical)	Hospital Aide (clinical)
5. Explain procedures for post-mortem care.	X	X	X
6. Identify the physical signs of approaching death.	X	X	X
7. Demonstrate physical measures for the dying resident/ patient.	X	X	X
Leadership			
1. Follow directions.	X		
2. Participate in a discussion.	X		
3. Utilize time effectively.	X		
4. Prioritize series of tasks.	X		
5. Define goals.	X		
6. Work effectively with others.	X		
7. Listen effectively.	X		
8. Facilitate group interaction.	X		
9. Recognize conflict situations.	X		
10. Adapt to environment/situation.	X		

HEALTH OCCUPATIONS COMPETENCIES

Nurse Aide
Model 2

Leadership	Direct Pt Care	Long Term Care (clinical)	Hospital Aide (clinical)
11. Speak efficiently in front of others.	X		
Job Getting, Job Keeping			
1. Identify requirements for a job.	X		
2. Complete required forms.	X		
3. Write application letter.	X		
4. Evaluate job offer.	X		
5. Interact with others in a courteous and tactful manner.	X		
6. Cooperate with others.	X		
7. Accept individual differences.	X		
8. Respect the property of others.	X		
9. Organize thoughts and clearly express point of view.	X		
10. Organize thoughts and writes clearly.	X		
11. Exhibit dependability.	X	X	X
12. Demonstrate punctuality.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

Nurse Aide
Model 2

Job Getting, Job Keeping	Direct Pt Care	Long Term Care (clinical)	Hospital Aide (clinical)
13. Ask for help when needed.		X	X
14. Accept new challenges.		X	X
15. Accept supervision willingly.		X	X
16. Discuss the necessity of flexibility related to change.		X	X
17. Manage time effectively.		X	X
18. Follow rules and regulations.		X	X
19. Produce quality work.		X	X
20. Work within guidelines.		X	X
21. Take responsibility for mistakes and/or good work.		X	X
22. Comply with safety and health rules.		X	X
23. Utilize equipment correctly.		X	X
24. Maintain clean and orderly work area.		X	X
25. Demonstrate personal hygiene and cleanliness.		X	X
26. Adapt to change/demonstrates flexibility.		X	X

HEALTH OCCUPATIONS COMPETENCIES

Nurse Aide
Model 2

Job Getting, Job Keeping	Direct Pt Care	Long Term Care (clinical)	Hospital Aide (clinical)
27. Follow policies and procedures.		X	X
28. Explain the purpose of performance evaluations.		X	X
Entrepreneurship			
1. Explain types of health care business organizations.	X		
2. Recognize relevant, legal and ethical issues in the health care industry.	X		

EMERGENCY CARE PROGRAM

COMPETENCIES

HEALTH OCCUPATIONS PROGRAM

EMERGENCY CARE
Model 1

Secondary

PRINCIPLES OF FIRST AID

FIRST RESPONDER

EMT-A

Post-Secondary

ANY HOE PROGRAM WITH PATIENT CARE

PARAMEDIC

HEALTH OCCUPATIONS COMPETENCIES

Emergency Care
Model 1

	Principles for First Aid	First Responder	EMT-A
Health Careers			
1. Define the role and responsibility of the EMT-A.			X
Body Structure and Function (Anatomy and Physiology)			
1. Identify and define basic body structure, function and related medical terminology.	X	X	X
Communication			
1. Record and report patient information systematically.	X	X	X
2. Report suspected dependent adult and child abuse.			X
Emergency Services			
1. Perform basic life support according to America Heart Standards/Red Cross (Module C).	X	X	X
2. Assess bleeding (external and/or internal) and provide pressure, pressure points, tourniquet, splints and ice, elevation and PASG).			X
3. Assess, prevent and provide basic emergency care to the shock patient.			X

HEALTH OCCUPATIONS COMPETENCIES

Emergency Care
Model 1

Emergency Services	Principles for First Aid	First Responder	EMT-A
4. Assess and provide basic emergency care to patient with open and closed soft tissue injuries (i.e., application of sterile dressings, stabilization of impaled objects).			X
5. Assess and provide basic emergency care to a person suspected of having open and closed fractures (i.e., application of immobilization devices).			X
6. Assess and provide basic emergency care to the patient with head, neck and/or spine injuries (i.e., immobilization devices).			X
7. Assess and provide basic emergency care to the patient with injuries of the chest, abdomen and/or genitalia.			X
8. Assess and provide basic emergency care to the patient with medical emergencies (i.e., heart, abdominal, neurological, respiratory, diabetes, communicable diseases, poisoning, stings and bites, substance abuse, and emotional problems).			X
9. Evaluate the pregnant women and provide assistance for emergency birth.		X	X
10. Adapt assessment and provide basic emergency care to infants and children.		X	X
11. Assess and provide basic emergency care to patients with an environmental emergency (e.g., heat, cold and water).			X

HEALTH OCCUPATIONS COMPETENCIES

Emergency Care
Model 1

Emergency Services	Principles for First Aid	First Responder	EMT-A
12. Assess and provide basic emergency care to patients involved in farm accidents.			X
13. Provide triage in emergency situations/disasters and prioritize for transport.			X
14. Position, lift and move emergency patient efficiently and safely.			X
15. Identify the psychological aspects of emergency care (e.g., communication skills, stress, crisis intervention, disruptive patients/bystanders, sudden death, etc.).			X
16. Extricate, stabilize, package and transport an emergency patient.			X
17. Maintain and operate emergency vehicles.			X

Special Procedures

Special Procedures Related to Admission, Transfer, Discharge

1. Perform initial patient assessment and evaluation (primary and secondary survey) using diagnosis signs and symptoms (i.e., determine level of consciousness; assess airway, breathing and circulation; measure and record vitals; assess pupil reaction; and assess neurological status).			X

HEALTH OCCUPATIONS COMPETENCIES

Emergency Care
Model 1

Special Procedures Related to Respiratory Care	Principles for First Aid	First Responder	EMT-A
1. Demonstrate the use of mechanical aids to provide effective ventilation (i.e., airway adjuncts, oral suctioning and administration of oxygen by proper delivery systems).			X
Leadership			
1. Follow directions.	X	X	X
2. Participate in a discussion.	X	X	X
3. Utilize time effectively.	X	X	X
4. Prioritize series of tasks.	X	X	X
5. Define goals.	X	X	X
6. Work effectively with others.	X	X	X
7. Listen effectively.	X	X	X
8. Adapt to environment/situation.	X	X	X
9. Delegate duties.	X	X	X
10. Recognize and handle conflict.	X	X	X
Job Getting, Job Keeping			
1. Identify requirements for a job.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

Emergency Care
Model 1

Job Getting, Job Keeping	Principles for First Aid	First Responder	EMT-A
2. Complete required forms.	X	X	X
3. Write application letter.	X	X	X
4. Evaluate job offer.	X	X	X
5. Interact with others in a courteous and tactful manner.	X	X	X
6. Cooperate with others.	X	X	X
7. Accept individual differences.	X	X	X
8. Respect the property of others.	X	X	X
9. Organize thoughts and clearly express point of view.	X	X	X
10. Organize thoughts and writes clearly.	X	X	X
11. Exhibit dependability.	X	X	X
12. Demonstrate punctuality.	X	X	X
13. Ask for help when needed.	X	X	X
14. Accept new challenges.	X	X	X
15. Accept supervision willingly.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

Emergency Care
Model 1

Job Getting, Job Keeping	Principles for First Aid	First Responder	EMT-A
16. Discuss the necessity of flexibility related to change.	X	X	X
17. Manage time effectively.	X	X	X
18. Follow rules and regulations.	X	X	X
19. Produce quality work.	X	X	X
20. Work within guidelines.	X	X	X
21. Take responsibility for mistakes and/or good work.	X	X	X
22. Comply with safety and health rules.	X	X	X
23. Utilize equipment correctly.	X	X	X
24. Maintain clean and orderly work area.	X	X	X
25. Demonstrate personal hygiene and cleanliness.	X	X	X
26. Adapt to change/demonstrates flexibility.	X	X	X
27. Follow policies and procedures.	X	X	X

HEALTH OCCUPATIONS PROGRAM

EMERGENCY CARE
Model 2

Secondary

PRINCIPLES OF HEALTH

FIRST RESPONDER

EMT-A

Post-Secondary

ANY PATIENT CARE PROGRAM

PARAMEDIC

HEALTH OCCUPATIONS COMPETENCIES

Emergency Care
Model 2

	Principles of Health	First Responder	EMT-A
Health Careers			
1. Define the role and responsibility of the EMT-A.			X
Body Structure and Function (Anatomy and Physiology)			
1. Identify and define basic body structure, function and related medical terminology.	X	X	X
Communication			
1. Record and report patient information systematically.	X	X	X
2. Report suspected dependent adult and child abuse.			X
Emergency Services			
1. Perform basic life support according to America Heart Standards/Red Cross (Module C).	X	X	X
2. Assess bleeding (external and/or internal) and provide pressure, pressure points, tourniquet, splints and ice, elevation and PASG).			X
3. Assess, prevent and provide basic emergency care to the shock patient.			X

Emergency Care
Model 2

Emergency Services	Principles of Health	First Responder	EMT-A
4. Assess and provide basic emergency care to patient with open and closed soft tissue injuries (i.e., application of sterile dressings, stabilization of impaled objects).			X
5. Assess and provide basic emergency care to a person suspected of having open and closed fractures (i.e., application of immobilization devices).			X
6. Assess and provide basic emergency care to the patient with head, neck and/or spine injuries (i.e., immobilization devices).			X
7. Assess and provide basic emergency care to the patient with injuries of the chest, abdomen and/or genitalia.			X
8. Assess and provide basic emergency care to the patient with medical emergencies (i.e., heart, abdominal, neurological, respiratory, diabetes, communicable diseases, poisoning, stings and bites, substance abuse, and emotional problems).			X
9. Evaluate the pregnant women and provide assistance for emergency birth.		X	X
10. Adapt assessment and provide basic emergency care to infants and children.		X	X
11. Assess and provide basic emergency care to patients with an environmental emergency (e.g., heat, cold and water).			X

Emergency Care
Model 2

Emergency Services	Principles of Health	First Responder	EMT-A
12. Assess and provide basic emergency care to patients involved in farm accidents.			X
13. Provide triage in emergency situations/disasters and prioritize for transport.			X
14. Position, lift and move emergency patient efficiently and safely.			X
15. Identify the psychological aspects of emergency care (e.g., communication skills, stress, crisis intervention, disruptive patients/bystanders, sudden death, etc.).			X
16. Extricate, stabilize, package and transport an emergency patient.			X
17. Maintain and operate emergency vehicles.			X

Special Procedures

Special Procedures Related to Admission, Transfer, Discharge

1. Perform initial patient assessment and evaluation (primary and secondary survey) using diagnosis signs and symptoms (i.e., determine level of consciousness; assess airway, breathing and circulation; measure and record vitals; assess pupil reaction; and assess neurological status).			X

HEALTH OCCUPATIONS COMPETENCIES

Emergency Care
Model 2

Special Procedures	Principles of Health	First Responder	EMT-A
Special Procedures Related to Respiratory Care			
1. Demonstrate the use of mechanical aids to provide effective ventilation (i.e., airway adjuncts, oral suctioning and administration of oxygen by proper delivery systems).			X
Leadership			
1. Follow directions.	X	X	X
2. Participate in a discussion.	X	X	X
3. Utilize time effectively.	X	X	X
4. Prioritize series of tasks.	X	X	X
5. Define goals.	X	X	X
6. Work effectively with others.	X	X	X
7. Listen effectively.	X	X	X
8. Adapt to environment/situation.	X	X	X
9. Delegate duties.	X	X	X
10. Recognize and handle conflict.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

Emergency Care
Model 2

Job Getting, Job Keeping	Principles of Health	First Responder	EMT-A
1. Identify requirements for a job.	X	X	X
2. Complete required forms.	X	X	X
3. Write application letter.	X	X	X
4. Evaluate job offer.	X	X	X
5. Interact with others in a courteous and tactful manner.	X	X	X
6. Cooperate with others.	X	X	X
7. Accept individual differences.	X	X	X
8. Respect the property of others.	X	X	X
9. Organize thoughts and clearly express point of view.	X	X	X
10. Organize thoughts and writes clearly.	X	X	X
11. Exhibit dependability.	X	X	X
12. Demonstrate punctuality.	X	X	X
13. Ask for help when needed.	X	X	X
14. Accept new challenges.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

Emergency Care
Model 2

Job Getting, Job Keeping	Principles of Health	First Responder	EMT-A
15. Accept supervision willingly.	X	X	X
16. Discuss the necessity of flexibility related to change.	X	X	X
17. Manage time effectively.	X	X	X
18. Follow rules and regulations.	X	X	X
19. Produce quality work.	X	X	X
20. Work within guidelines.	X	X	X
21. Take responsibility for mistakes and/or good work.	X	X	X
22. Comply with safety and health rules.	X	X	X
23. Utilize equipment correctly.	X	X	X
24. Maintain clean and orderly work area.	X	X	X
25. Demonstrate personal hygiene and cleanliness.	X	X	X
26. Adapt to change/demonstrates flexibility.	X	X	X
27. Follow policies and procedures.	X	X	X

PRACTICAL NURSING PROGRAM

COMPETENCIES

HEALTH OCCUPATIONS COMPETENCIES

Practical Nursing

	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
Health Care Delivery System			
1. Assist in referral of patients/residents/clients to other health care staff or related agencies.			
Health Promotion and Wellness			
1. Demonstrate awareness of wellness and promote these concepts in providing input into the nursing care plan.	X		X
Ethical/Legal			
1. Demonstrate ethical and legal practices when performing all aspects of nursing care.	X		X
2. Respects the resident/patient rights and does procedures/interactions in compliance with these rights.	X		X
3. Identifies own potential and limitations and accepts responsibility for own actions.	X		X
4. Follow policies of the employing institution.			X
Body Structure and Function			
1. List the body systems and the major functions of each.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

Practical Nursing

Body Structure and Function	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
2. Differentiate between cell, tissue, organ and systems and the common diseases that affect each.	X	X	X
3. Describe the body's line of defense against disease.	X	X	X
4. Define, pronounce, and spell common medical abbreviations.			
Safety			
1. Perform treatments per physician/nursing orders, CDC precautions.	X		X
2. Provide and maintain a safe environment for patient/resident.	X		X
3. Perform hand washing and gloving as prescribed in CDC guidelines.	X		X
4. Use resident/patient siderails/restraints to protect the resident/patient as ordered.			X
5. Protect self and patient/resident/client by using proper body mechanics during delivery of nursing care.	X		X
Communication			
1. Utilize effective verbal communication skills.	X		X

HEALTH OCCUPATIONS COMPETENCIES

Practical Nursing

Communication	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
2. Demonstrates the ability to report and record accurately, concisely and within legal guidelines the observations made and the actions taken.	X		X
3. Transcribe physician orders.			X
4. Using basic nursing concepts and communications with the health care team to update patient/resident's current care plan.			X
5. Provide patient/resident nursing care by utilizing the formulated care plan.			X
Interactions			
1. Use nursing procedures/skills as an opportunity to interact with patients/residents/clients and health care team.	X		
2. Values cultural identity of self and others.			X
3. Assist in assessing the patients/clients/resident's physical mental/emotional/psychological condition.	X		
4. Use observational skills to assist in identifying changes in patients/residents/physical/mental health status.	X		
5. Assist in planning for nursing care.	X		

HEALTH OCCUPATIONS COMPETENCIES

Practical Nursing

Interactions	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
6. Utilize information from the interdisciplinary team in providing input into the health care plan.			X
7. Support and reinforce the established education plan for the patient/resident/family.	X		
8. Collaborate with the health care team or other agencies in modifying care plans recognizing client/patient/resident responses to treatment.	X		
Emergency Services			
1. Perform CPR	X		X
2. Identify and treat obstructed airway.			X
3. Use seizure precautions when caring for potential seizure patients/residents.			X
4. Assess and administer first aid in an emergency.	X		X
Personal Hygiene			
1. Assist the resident/patient with personal care/hygiene.	X		X

HEALTH OCCUPATIONS COMPETENCIES

Practical Nursing

Special Procedures	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
Special Procedures Related to Admission, Transfer, Discharge			
1. Admit, transfer and discharge resident/ patient/clients.	X		X
Special Procedures Related to Hygiene			
1. Apply elastic stockings.	X		X
2. Provide pressure sore care (examples, decubitus pads, alternating pressure mattress, sheepskin, bed cradle).	X		X
Special Procedures Related to Mobility/Immobility			
1. Provide activity level as prescribed.			X
2. Care for patients/residents with casts, in traction, on specially ordered beds.			X
3. Ambulate patient/resident as prescribed.	X		X
Special Procedures Related to Nutrition			
1. Provide tube feedings.			X
2. Irrigate NG tubes (use precautions).			X
3. Restrict or encourage fluids.			X

HEALTH OCCUPATIONS COMPETENCIES

Practical Nursing

Special Procedures	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
Special Procedures Related to Elimination			
1. Measure, describe and record fluid intake and output.		X	X
2. Insert, irrigate and remove foley catheters.			X
3. Administer cleansing, retention and diagnostic enemas.			X
4. Maintain drainage devices and systems.			X
5. Irrigate colostomies and provide ostomy care as needed.			X
Special Procedures Related to Specimen Collection			
1. Collect and label body specimen.		X	X
Special Procedures Related to Diagnostic Testing			
1. Obtain and record vitals--including apical pulse.	X	X	X
2. Obtain and record height and weight.	X	X	X
3. Perform a blood glucose (capillary).			X
4. Prepare patient/resident for diagnostic procedures (for example radiographs, laboratory tests, proctoscopy, lumbar puncture, bone marrow, EKG).			X

HEALTH OCCUPATIONS COMPETENCIES

Practical Nursing

Special Procedures	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
Special Procedures Related to Diagnostic Procedures			
1. Assist the physician with the physical examination.			X
Special Procedures Related to Administration of Medications			
1. Administer medications safely, utilizing knowledge and skills, according to the physician's order.		X	X
2. Accurately calculate drug dosages.			X
3. Administer liquid and solid medications, orally, rectally, topically interdermally, IM, Sub Q, in the eye, ear and nose.			X
4. Add non-medicated IV solutions, regulate and discontinue IVs.			X
Special Procedures Related to Wound Care			
1. Provide wound care, irrigation, change sterile and unsterile dressings.			X
Special Procedures Related to Hot and Cold			
1. Apply hot and cold therapies, sterile and unsterile, including sitz baths.	X		X
2. Assist the resident/patient with whirlpool bath.			X

HEALTH OCCUPATIONS COMPETENCIES

Practical Nursing

Special Procedures	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
Special Procedures Related to Respiratory Care			
1. Administer oxygen.			X
2. Provide tracheostomy care including suctioning as needed.			X
3. Perform nasopharyngeal suctioning as needed.			X
4. Implement restorative treatment as prescribed.			X
5. Provide pre and post operative care according to care plan.			X
6. Utilize the appropriate resources to evaluate client/resident/ patient responses to nursing care, treatments and medication.			X
Leadership			
1. Follow directions.	X	X	X
2. Participate in a discussion.	X	X	X
3. Utilize time effectively.	X	X	X
4. Prioritize series of tasks.	X	X	X
5. Define goals.	X	X	X
6. Work effectively with others.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

Practical Nursing

Leadership	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
7. Listen effectively.	X	X	X
8. Facilitate group interaction.	X	X	X
9. Adapt to environment/situation.	X	X	X
10. Speak efficiently in front of others.	X	X	X
11. Lead a discussion.	X	X	X
12. Organize an event.	X	X	X
13. Delegate duties.	X	X	X
14. Deal with conflict.	X	X	X
15. Recognize and handle conflict.	X	X	X
Job Getting, Job Keeping			
1. Identify requirements for a job.	X	X	X
2. Complete required forms.	X	X	X
3. Write application letter.	X	X	X
4. Evaluate job offer.	X	X	X
5. Interact with others in a courteous and tactful manner.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

Practical Nursing

Job Getting, Job Keeping	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
6. Cooperate with others.	X	X	X
7. Accept individual differences.	X	X	X
8. Respect the property of others.	X	X	X
9. Organize thoughts and clearly express point of view.	X	X	X
10. Organize thoughts and writes clearly.	X	X	X
11. Exhibit dependability.	X	X	X
12. Demonstrate punctuality.	X	X	X
13. Ask for help when needed.	X	X	X
14. Accept new challenges.	X	X	X
15. Accept supervision willingly.	X	X	X
16. Discuss the necessity of flexibility related to change.	X	X	X
17. Manage time effectively.	X	X	X
18. Follow rules and regulations.	X	X	X
19. Produce quality work.	X	X	X
20. Work within guidelines.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

Practical Nursing

Job Getting, Job Keeping	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
21. Take responsibility for mistakes and/or good work.	X	X	X
22. Comply with safety and health rules.	X	X	X
23. Utilize equipment correctly.	X	X	X
24. Maintain clean and orderly work area.	X	X	X
25. Demonstrate personal hygiene and cleanliness.	X	X	X
26. Adapt to change/demonstrates flexibility.	X	X	X
27. Follow policies and procedures.	X	X	X
28. Explain the purpose of performance evaluations.	X	X	X
29. Manage time and regulations.	X	X	X
Entrepreneurship			
1. Explain the relationship of the government and health care industry.	X	X	X
2. Analyze the concept of supply and demand for health care industry.	X	X	X
3. Explain the concept of organized labor and the health care industry.	X	X	X

HEALTH OCCUPATIONS COMPETENCIES

Practical Nursing

Job Getting, Job Keeping	Fundamentals of Pt Care	Body Structure and Function	Geriatric Nursing
4. Explain the concept of profit as it relates to health care industry.	X	X	X

*Identifies competencies not validated by TAC Committee but required

SAMPLE STUDENT PROFILES

GENERAL HOE

NURSE AIDE

EMERGENCY CARE

PRACTICAL NURSING

HEALTH OCCUPATIONS COMPETENCIES

General HOE

Directions: Evaluate the student by checking the appropriate number to indicate the degree of competence.

4 Prepared to perform competency independently.
3 Prepared to perform competency with supervision/assistance
2 Not prepared to perform competency
1 No exposure - no clinical experience or knowledge in this area

Health Care Delivery System	4	3	2	1
1. Identify the basic components of the health care delivery system.				
2. Explain the types of health care and identify the major types of health care facilities.				
3. Explain the major advances that transformed health care in the 19th and 20th centuries.				
4. Identify new developments which affect future health care.				
5. Define health and wellness.				
6. Define illness and its impact on the whole person/family.				
7. Explain the organizational structure of typical community health care delivery systems.				
8. Identify criteria useful in choosing health care products or services.				
9. Define the concept of hospice treatment.				

HEALTH OCCUPATIONS COMPETENCIES

General HOE

Health Careers	4	3	2	1
1. Define the major characteristics of each of the following career opportunities (and associated laws) that monitor the quality and effectiveness of the health care delivery system: dental services; diagnostic services; mental health services; nursing and nursing related services; ophthalmic services; rehabilitation services; therapeutic services; emergency medical services; health information and communication; physicians and medically related services; medical instrumentation; environmental services; animal health services; and mortuary services.				

Entrepreneurship				
1. List health care planning agencies and services available at local, state, national and international levels.				
2. Identify the opportunities for entrepreneurship in the health care delivery system.				

Instructor ______________________

Student ______________________

Gender ______________ Ethnic ______________

Date ______________

HEALTH OCCUPATIONS COMPETENCIES

Nurse Aide

Directions: Evaluate the student by checking the appropriate number to indicate the degree of competence.

4 Prepared to perform competency independently
3 Prepared to perform competency with supervision/assistance
2 Not prepared to perform competency
1 No exposure - no clinical experience or knowledge in this area

Health Care Delivery System	4	3	2	1
1. Describes various types of care facilites.				
2. Differentiates between various types of health care facilities and their administrative structure.				
3. Identifies the relationship between various governmental and private agencies that provide guidelines for resident/ patient care.				
4. Identifies roles of various health care personnel within facilities especially the role of the nurse aide.				
5. Compares the organization of acute care with long term care.				
6. Compares the health professionals role in acute care setting with their role in long term care.				

Health Promotion and Wellness				
1. Identify basic human emotional needs.				
2. Encourage resident/patients to be as independent as possible				

HEALTH OCCUPATIONS COMPETENCIES

Nurse Aide

	4	3	2	1
3. Identify basic changes in normal growth and development and apply in care situations.				
4. Identify ways of meeting emotional needs of the resident.				

Entrepreneurship

1. Explain types of health care business organizations.				
2. Recognize relevant, legal and ethical issues in the health care industry.				

Instructor ______________________________

Student ______________________________

Gender ________________ Ethnic ________________

Date ________________

Health Occupations Education
Nurse Aide Competencies

Summary Sheet - Skills Checklist

Name ______________________________

Skills*	Return Demonstration			
	Date Satisfactory	Needs More Practice	No Opportunity	Instructor's Initials
1. Handwashing Technique				
2. Making Closed and Open Bed				
3. Making Occupied Bed				
4. Safely Applying Restraints				
5. Safely Using Mechanical Lifts				
6. Lifting/Moving a Resident in Bed				
7. Moving Resident from Bed to Chair				
8. Positioning Resident in Bed				
9. Ambulation				
10. Range of Motion				
11. Assisting with Oral Hygiene Needs				
A. Conscious Resident				
B. Denture Care				
C. Unconscious Resident				
12. Complete Bed Bath				
13. Providing Perineal Care				
14. Whirlpool Bath				
15. Tub Bath				
16. Nail Care				
17. Shampooing Hair				

[illegible] satisfactory or unsatisfactory, use date

Skills*	Return Demonstration Date Satisfactory	Needs More Practice	No Opportunity	Instructor's Initials
18. Shaving a Resident With an Electric Razor				
19. Giving Male Resident Urinal				
20. Assisting Resident with Bedpan/ Commode				
21. Feeding a Resident				
22. Conscious/Unconscious Choking Victim				
23. Vital- TPR				
A. Mercury Thermometer--oral				
B. Mercury Thermometer--rectal				
C. Electronic Thermometer--oral				
D. Electronic Thermometer--rectal				
E. Pulse and Respiration				
24. Blood Pressure				
25. Obtain Height and Weight				
26. Intake/Output				
27. Routine Urine Sample				
28. Routine Stool Specimen				
29. Enemas				
30. Catheter Care/Emptying Drainage Bag				
31. Hot/Cold Application				
32. Postmortem Care				

Instructor ______________________________

Date ____________________

Gender __________________ Ethnic __________________

HEALTH OCCUPATIONS COMPETENCIES

Emergency Care
Model 1

Directions: Evaluate the student by checking the appropriate number to indicate the degree of competence.

4. Prepared to perform competency independently
3. Prepared to perform competency with supervision/assistance
2. Not prepared to perform competency
1. No exposure - no clinical experience or knowledge in this area

Health Care Delivery System	4	3	2	1
Health Careers				
1. Define the role and responsibility of the EMT-A.				
Body Structure and Function (Anatomy and Physiology)				
1. Identify and define basic body structure, function and related medical terminology.				
Communication				
1. Record and report patient information systematically.				
2. Report suspected dependent adult and child abuse.				
Emergency Services				
1. Perform basic life support according to America Heart Standards/Red Cross (Module C).				

HEALTH OCCUPATIONS COMPETENCIES

Emergency Care

	4	3	2	1
2. Assess bleeding (external and/or internal) and provide pressure, pressure points, tourniquet, splints and ice, elevation and PASG).				
3. Assess, prevent and provide basic emergency care to the shock patient.				
4. Assess and provide basic emergency care to patient with open and closed soft tissue injuries (i.e., application of sterile dressings, stabilization of impaled objects).				
5. Assess and provide basic emergency care to a person suspected of having open and closed fractures (i.e., application of immobilization devices).				

25. Demonstrate personal hygiene and cleanliness.				
26. Adapt to change/demonstrates flexibility.				
27. Follow policies and procedures.				

Instructor ______________________________

Student ______________________________

Gender ________________ Ethnic ________________

Date ________________

HEALTH OCCUPATIONS COMPETENCIES

Practical Nursing

Directions: Evaluate the student by checking the appropriate number to indicate the degree of competence.

4 Prepared to perform competency independently
3 Prepared to perform competency with supervision/assistance
2 Not prepared to perform competency
1 No exposure - no clinical experience or knowledge in this area

Health Care Delivery System

	4	3	2	1
1. Assist in referral of patients/residents/clients to other health care staff or related agencies.				

Health Promotion and Wellness

1. Demonstrate awareness of wellness and promote these concepts in providing input into the nursing care plan.				

Ethical/Legal

1. Demonstrate ethical and legal practices when performing all aspects of nursing care.				
2. Respects the resident/patient rights and does procedures/interactions in compliance with these rights.				
3. Identifies own potential and limitations and accepts responsibility for own actions.				
4. Follow policies of the employing institution.				

HEALTH OCCUPATIONS COMPETENCIES

Practical Nursing

	4	3	2	1
Body Structure and Function				
1. List the body systems and the major functions of each.				
2. Differentiate between cell, tissue, organ and systems and the common diseases that affect each.				
Entrepreneurship				
1. Explain the relationship of the government and health care industry.				
2. Analyze the concept of supply and demand for health care industry.				
3. Explain the concept of organized labor and the health care industry.				
4. Explain the concept of profit as it relates to health care industry.				

Instructor ______________________________

Student ______________________________

Gender ________________ Ethnic ________________

Date ________________